DOCUMENT RESUME

ED 098 548 CS 001 489

TITLE Evaluation of the Community Based Right to Read Program.
INSTITUTION Pacific Training and Technical Assistance Corp., Berkeley, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
PUB DATE Sep 74
CONTRACT OEC-0-73-5174
NOTE 314p.; Some pages in the Appendix have marginal reproducibility

EDRS PRICE MF-$0.75 HC-$15.00 PLUS POSTAGE
DESCRIPTORS Adult Basic Education; Community Programs; *Literacy Education; *Program Evaluation; Reading Achievement; Reading Instruction; *Reading Programs; Reading Research; Secondary School Students; *Student Characteristics; Teacher Characteristics
IDENTIFIERS *Right to Read

ABSTRACT

A sample of 24 community-based Right to Read projects, 13 serving in-school youth and 11 serving out-of-school adults, were evaluated in this study. The objectives were to measure improvement in reading achievement and to analyze the relationships between achievement and programs, staff, and student characteristics. Testing and data collection was conducted between December 1973 and May 1974 and included pre- and post-testing of reading achievement, completion of individual student and staff data forms, collection of attendance data, and administration of an attitude scale and of staff questionnaires. Classroom and tutoring activities were also observed. Analysis of the data revealed, among other findings, that: students who were older, had more prior schooling, and had highest entry level skills gained the most; students and adults who perceived their attendance as voluntary did better than those who did not; and the number of hours of participation in the programs did not relate to outcome, but students who attended the greatest proportion of classes did better than students with irregular attendance. A 140-page appendix contains the tests, forms, and instructions used in the study and the profiles for each project included in the study. (TO)

ED 098548

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EVALUATION
# of the
Community Based
RIGHT TO READ
Program

CONTRACT NO.: OEC-0-73-5174
SB-3-2-0-8-(a)-73(c)380

Prepared for:

THE OFFICE OF EDUCATION
Office of Planning, Budgeting & Evaluation
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Prepared by:

PACIFIC TRAINING & TECHNICAL ASSISTANCE CORPORATION
3099 Telegraph Avenue
Berkeley, California 94709

September 30, 1974

CS 001489

ACKNOWLEDGEMENTS

For a study of this size, it is difficult to thank each and every individual who made it both possible and gratifying.

With this in mind, special thanks are due the following individuals: The project monitor, Dr. Robert C. Hall, within the Office of Education, Office of Planning, Budgeting, & Evaluation, provided us with invaluable guidance, assistance, and support that we needed and greatly appreciated. At the project level, the project directors, staff, and students were outstanding in their cooperation and impressed us with their commitment to the goals of Right to Read, and the requirements of the evaluation.

Our consultants, Dr. Marilyn Lichtman at Catholic University, Washington, D. C., Dr. Charles Woodson and Joyce Putnam, both at the University of California in Berkeley; and our reading panel, Dr. Rose Sabaroff at Virginia Polytechnic Institute, Dr. Nick Silvaroli at Arizona State University, and Dr. Wanda Kay Baker, State of California, Department of Education, provided us the technical expertise and sense of objectivity needed to keep the study on target.

Finally, we would like to thank all the Pacific T & TA field analysts and clerical staff for their hard work and dedication.

Martin Weinstein
Project Director

Violet Smith
Assistant Project Director

TABLE OF CONTENTS

page

STUDY HIGHLIGHTS i

INTRODUCTION 1

CHAPTER I: REVIEW OF THE LITERATURE 9

CHAPTER II: METHODOLOGY 15

CHAPTER III: CRITIQUE OF THE EVALUATION PROCESS. 31

CHAPTER IV: PROJECT CHARACTERISTICS 36

CHAPTER V: ENROLLMENT & ATTENDANCE PATTERNS. . 54

CHAPTER VI: BUDGET & COST/SERVICE PATTERNS . . 65

CHAPTER VII: TARGET POPULATION CHARACTERISTICS . 76

CHAPTER VIII: STAFF CHARACTERISTICS 96

CHAPTER IX: ANALYTICAL FINDINGS & CONCLUSIONS . 121

FOOTNOTES 161

STUDY HIGHLIGHTS

Study Design & Data Collection

The purpose of this study was to evaluate a sample of 24 Community-Based Right to Read Projects, including two distinct models--13 that served "in school" youth, i.e., student projects, and 11 that served "out of school" adults, i.e., adult projects.

The evaluation objectives were: 1) to measure the improvement in reading achievement, and 2) to analyze the relationships between achievement and program, staff, and student characteristics.

In order to measure reading achievement, pre- and post-testing was conducted between December 1973 and May 1974. The SRA Multi-Level Achievement Test (reading and vocabulary) was used for the student projects and the Reading/Everyday Activities in Life (R/EAL) test was used for the adult projects. For the SRA test, standard scores were used for the analysis, while raw scores were used for the R/EAL test.

Relevant student and staff characteristics and terminations were collected through the use of individual student and staff Data Forms. Attendance Data Forms were used to collect individual student attendance information. An Attitude Scale was administered on a one time basis to four sample sites. Staff Questionnaires were administered to obtain staff input on program operations and effectiveness.

Project data was collected through the use of a Project Interview Guide and classroom and tutoring activities were observed through the use of an On-Site Observation Guide.

Testing and data collection began on December 1973 and ended in May 1974. Evaluators made three visits to each site and established an ongoing information system. All data were checked, keypunched, computerized and analyzed. Test scores were analyzed by using the residual gain score approach and comparisons were made by primarily using analysis of variance. The following presents a summary of the major findings of the study.

Findings

Student Projects

- Overall, students gained significantly in reading skills during the five months between pre- and post-testing, achieving a gain of 16.73 standard score points as compared with an expected gain of 12 points for "average" students. This is particularly notable since participating students were underachievers and would therefore be expected to achieve below the norm. Identification of the students as underachievers is based on a mean entry level GE of 6.6, whereas 90% of the students had actually completed 7th grade or more and 50% had completed 9th grade or more.

- The greatest gain was achieved by students in classroom projects operating within the regular school context (Type I); students in classroom projects operating outside of school, or outside of school hours (Type II), ranked second in effectiveness; tutorial projects operating outside of a school (Type III) achieved the least gain.

- Significant differences were found among the individual projects, but, aside from the characterization by Type (as cited above), no consistent differences were found in relation to such individual programmatic features as class size, staff/pupil ratio, or cost per student.

- The over-all termination rate was 23%, comparing favorably with the nearly 50% rate identified in the literature for similar programs. Type I projects were found to have the lowest termination rate as well as the greatest gain; Type II projects again ranked second; and Type III third. Primary reasons for termination (in rank order) included non-attendance, lack of interest, time conflicts and "moved".

  Analysis of achievement in relation to student characteristics revealed that:

- Students who were older, had more prior schooling, and highest entry level skills gained the most.

- Black and Spanish-surnamed students made the greatest gains (since programs tended to serve one predominant ethnic group, it is possible that this finding reflects the quality of particular projects and higher entry level skills as well as ethnic differentials).

- The number of hours of participation in the instructional programs did not relate to outcome with the important exception that students who attended the greatest proportion of classes available to them did better than students with irregular attendance.

- Students who perceived their participation as voluntary did better than those who perceived their participation as compulsory.

Adult Projects

- The adult participants demonstrated significant gains in reading achievement, as evidenced by a 6.15 mean increase in R/EAL scores. Specifically, the "typical" adult entered with a R/EAL score of 19.88 (functional illiteracy, according to the normative data for the R/EAL); and gained 6.15 in the 4 to 6 month evaluation period, achieving an ending score identified as marginal literacy (but still substantially below the functional literacy level of 36). This suggests that, while significant gain was achieved, movement from illiteracy to full functional literacy may be expected to require a longer, more intensive effort.

- Projects were characterized as ESL classroom instruction, tutoring programs utilizing paid tutors and tutoring programs utilizing volunteer tutors (Types I, II, and III respectively). No significant differences were found among these three types. Differences were found among individual projects, but no program variables were found which relate consistently to project effectiveness.

- The overall termination rate was 30.9%, which compares favorably to the termination rates of similar literacy programs; projects varied in relation to termination rates, with projects having high termination rates being generally more successful in terms of gains achieved by the continuees. "Moving" and non-attendance were the dominant reasons given for terminating.

  The following significant findings were identified in relation to student characteristics:

- Those who can read their native language (if not English) achieved significantly more than those who cannot.

- Those non-native English speakers who were fluent in English did better than those who were not fluent.

- Those who perceived their participation as voluntary did better than those who did not.

INTRODUCTION

The Literacy Problem

Illiteracy was spotlighted as a major priority for national action in 1969, when Dr. James Allen, the Commissioner of Education, launched the initial Right to Read Effort. Since then, the full dimensions of the problem have been substantially documented. The 1970 Census, for example, reported that 17 million people aged 25 and older had completed less than 8 years of formal education--yet even this impressive figure is considered by many authorities to be a low indicator of illiteracy, since years of schooling is frequently a poor index of the ability to read. 1/ More recent estimates based upon actual performance measures of reading show that no less than 18½ million adults are currently unable to perform even such basic tasks as the completion of various types of applications. 2/

Illiteracy is a problem, moreover, which faces school age youth as well as adults. Seven million elementary and secondary school students have severe reading problems and between 40 and 50% of the children in large cities are underachieving in reading. 3/ Hansen and Hesse, in a recent study of graduating high school students in Wisconsin, found that twenty-five to thirty percent were unable to perform simple reading tasks using materials they might be expected to encounter in everyday life. 4/ Similar results, moreover, have been obtained in numerous suburban and rural communities in other parts of the country. 5/

The United States, in company with France and Belgium, shares the dubious honor of having the highest rate of functional illiteracy among the world's developed countries--and it appears clear that our absolute illiteracy figure is increasing. 6/

While problems of illiteracy extend across all economic, ethnic, and geographic boundaries, their intensity increases significantly among disadvantaged groups. A recent study by the Public Health Service, for example, found the following rates of illiteracy among youth aged 12-17. 7/

While the rate for males was 6.7%, the rate for females was 2.8%. For Black males, it was 20.6% , while for Black females it was 9.60%. Children whose parents had no formal education had an illiteracy rate of 27.4%, with the rate steadily decreasing as parental education increased. Geographically, the South's rate of 8.8% was significantly higher than that for any other region, and appreciably higher than the overall rate of 4.8%. Briefly, in other words, these data suggest that illiteracy is more likely to be found among less privileged youth than among their more privileged counterparts. The logic of this situation is not difficult to grasp.

Mass illiteracy clearly has negative consequences, both for the individuals involved and for society as a whole. Within the current technologically sophisticated structure of the economy, functional illiterates are destined to remain on the lowest economic rungs of society. Since their ability to find or hold jobs is minimal, their relationship to the economy is likely to be tenuous and marginal at best. As a tragic consequence, their social weight can more easily be measured in terms of the country's welfare rolls, unemployment lines, and prison records than in terms of employment figures. The costs of illiteracy to society, in other words, are high and rising.

Definition and Assessment

Specifically, how is literacy to be defined? What does it mean "to be able to read"? Does it mean performance on tests, performance in real life, or some amalgam of the two?

Traditionally, literacy assessments have been equated with standardized measures of reading achievement rather than performance measures. An individual is judged to be functionally literate if he/she receives a fifth to eighth grade score on a standardized reading test. According to Harman, the Office of Education routinely takes this approach, foregoing more problematic performance measures of reading ability. 8/

Less orthodox performance-oriented approaches have, on the other hand, been undertaken by groups as diverse as UNESCO, the Census Bureau, and the Army. As early as 1951 UNESCO's Committee on the Standardization of Educational Statistics reported that a literate person should be able to read and write short simple statements on everyday life, while in 1962 it reiterated its understanding of the functional aspect of literacy, stating that literate citizens should have the essential knowledge and skills required for effective functioning in their communities. 9/ The Census Bureau in 1959 took a somewhat similar position, defining a literate person as someone 14 or older who can read and write a simple message in English (or some other language). For the Army, the functional literate is a person capable of understanding the kinds of written instructions necessary for basic military functions.10/

Since competent performances on real-world tasks emphasizing the practical coping problems of adults are the generally accepted indicators of functional literacy, 11/ Harman argues that we should avoid grade equivalencies and use documents such as income tax forms, driving instructions, television guides, and job applications for the assessment of truly functional literacy. This viewpoint is also expressed by those concerned with worldwide literacy who define adult literacy as effective functioning in the community.12/

The operational implementation of thinking of this kind has been initiated by five groups in particular:

(1) The Committee for the National Assessment of Educational Progress (1972)--which devised test items revolving largely around problems of actual practical experience;

(2) The Adult Performance Level Study (1973)--which used items and questions dealing with practical applications of reading and other coping skills;

(3) The Educational Testing Service (1972-74)--which attemped to develop items reflective of the carefully studied reading habits of adults;

(4) The Army (1972)--which used Job Reading Task Tests to assess reading competencies; and

(5) Harris (1970)--whose survey approach involved the completion of applications.13/

In other tests, adults themselves have indicated a need for literacy skills applicable to their daily needs. One group of adults, responding to a request to compile a list of literacy needs, mentioned items such as the ability to read signs and manuals, use recipes, read labels, fill out applications, and help their children with their homework.14/ Although much pioneering work has begun, considerable further development is still necessary for the successful utilization of performance criteria for the measurement of literacy.

Far fewer controversies arise within the realm of the assessment of reading for in-school student populations. While views have been expressed (1) that tests should avoid all bias relating to racial or ethnic background, (2) that tests be representative of actual skills taught, (3) that tests actually focus on reading objectives, (4) that test content and format avoid error in scoring and interpretation; it is nevertheless generally accepted that the assessment of reading ability for in-school students can be made relatively well with many of the currently revised standardized reading tests.15/

The Right to Read Program

Federal action directed towards the solution of the illiteracy problem began with the inception of the Right to Read effort in 1970. "The Right to Read campaign is a national Effort to eliminate illiteracy. It involves state, local, private, and federal contributions. The Right to Read Program in the Office of Education is part of this larger Effort."16/ The goal of the Program is to help educational institutions, government agencies, private industry, and non-profit organizations in their efforts to fight illiteracy. The Program is thus neither a single reading project nor a unique teaching method, but a planning center for the coordination of all available resources.

Initially, the primary strategy of the Program was the establishment of demonstration reading programs. These were to be of two kinds: first, school-based programs operated by local education agencies, which were funded to provide remedial reading skills to public school students; and second, community-based sites operated by non-profit and educational institutions, which were funded to provide reading services to adults and youth outside the public schools.* Additionally, the Program provided seed money to State Education Agencies to help them implement statewide Right to Read Programs; coordinate efforts with other Offices of Education Programs; and identify, package, and disseminate existing exemplary reading programs.

---

[*] In fact, these sites serve both in-school and out-of-school youth.

Community-Based Programs

So far, we have presented a brief picture of the Right to Read Effort--its various programs and its past and present priorities. Since the purpose of this study in particular has been the evaluation of community-based programs, a fuller description of this component is now desirable.

Community based programs have been funded since 1972, and currently (during FY 74) 73 projects are being funded at a total cost of $3,155,618.

Community-based sites represent an extremely broad range of local efforts, diverse most importantly in terms of target group participants, methods of organization, and instructional strategies.

- Community-based sites serve a vast spectrum of population groups, ranging from elementary school students to college students, from young high school graduates to the elderly, from the high school or college level reader to the illiterate, from people hoping to improve their study skills to people hoping to understand road signs. Participants include members of almost all ethnic groups, with a large proportion of Blacks, Chicanos, Latinos, and foreign-born minorities.

- Community-based sites are operated by colleges, libraries, penal institutions, and community organizations. They are located in cities, suburbs and rural areas in all parts of the country.

- Operationally, these projects may serve less than 30 people or more than 500 people, depending upon the structure and availability of local resources. Services are provided both through large and small classes and through individual tutorials. Instructors include paid professionals, work/study students, paid non-professionals, and volunteer tutors. Teaching techniques range from formal methods to eclectic and locally devised approaches. Materials range from programmed texts to skill kits and a wide variety of self-made approaches. Program content, similarly, varies from basic English to advanced study skills.

While the sites vary significantly in all of these terms, they are bound together by their shared goal of exploring new ways to improve the reading skills of their participants--a goal which almost requires diversity. Thus, the primary federal "strategy in establishing community-based demonstration programs [has been] to develop exemplary modes for conducting effective reading programs. . . The long range plan is to prepare case histories from which to extract salient program features to be utilized by others. The findings from these programs will serve as lighthouses for many forthcoming programs in the National Right to Read Effort."17/

Future Plans and Priorities

With the completion of its three year demonstration effort at the end of FY 74, Right to Read will move to a new set of priorities. Basically, the program will shift to a decreasing emphasis on the federally directed "demonstration" aspect of the initial effort and into a phase of state-by-state coordination, consolidation, and innovation. Accordingly, 68 of the 106 school-based demonstration projects and about half of the 73 community-based projects will cease receiving federal funds, while those which continue will be strengthened. Specifically, community-based projects serving in-school students will not be re-funded in FY 75. It is hoped that de-funded projects will either be able to generate their own resources or be integrated into existing institutional efforts on the local level.

Purpose and History of the Study

The purpose of this study has been to evaluate the community-based projects, by studying a sample of 24. The primary goal of a programmatic evaluation of this sort is to assess the effectiveness of the process variables (program approaches) in the achievement of the desired objectives (outcomes). Specifically, for the community-based programs, the primary objective is improvement of the reading abilities of adults and school youth. The primary evaluation tasks were therefore (1) to measure improvements in reading performance and (2) to analyze the contributions made by the various process and input variables towards the achievement of improved reading.

In order to accomplish these evaluation objectives, the study was conducted in two directly sequential phases. Phase I, the Planning Phase, was conducted from March 1, 1973, to September 30, 1973; Phase II, the Implementation Phase, was conducted from October 1, 1973, to September 30, 1974. The Planning Phase consisted of the conceptualization and development of the evaluation design while the Implementation Phase consisted of the collection of data and the analysis.

In order to determine the degree to which project objectives were accomplished, reading achievement measures (tests) were used to assess cognitive domain competencies. (A discussion of the problems encountered and the procedures used in the selection and refinement of appropriate testing instruments will be presented later.) Tests were administered on a pre- and post- basis. Statistical analysis of the test scores provided the outcome measures (or dependent variables).

An effort to identify the elements which contribute to program success involves a study of the relationship between the outcomes and all inputs and processes (or independent variables) which may have a bearing on outcome.

Since the publication of the Coleman Report, Equality of Education Opportunity, it has become increasingly clear that variation, as measured by performance on achievement tests, has a strong relationship not only to certain factors existing in schools but also to factors generally thought to be associated with the student. Thus two major classes of variables can be said to be associated with the determination of outcome variables. Figure 1 suggests a framework for viewing the relationship of these three sets of variables.

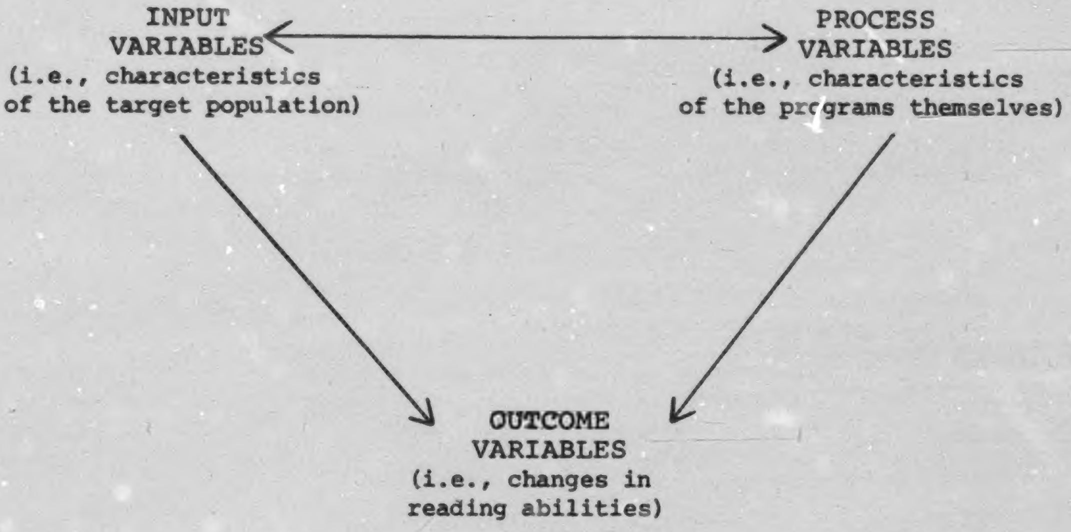

INPUT VARIABLES
(i.e., characteristics of the target population)
PROCESS VARIABLES
(i.e., characteristics of the programs themselves)
OUTCOME VARIABLES
(i.e., changes in reading abilities)

Figure 1

Since theory and research have not yet led to consensus as to which of the possible input and process variables are most important in explaining output variables, our goal has been to identify, insofar as possible, the optimal feasible combination of potential variables that may affect reading performance.

Input Variables

Relevant student characteristics usually include factors such as socio-economic status, family structure and stability, peer group membership, racial/ethnic group membership, sex, and age; yet more elusive student characteristics including such variables as attitude towards self and life, achievement motivation, emotional stability, and social maturity are also viewed by many as highly related to reading performance.

Understanding this, it should be clear that it is not always easy to define and measure input variables, especially the more intangible kind. Without infringing on people's privacy or overwhelming their powerful reticence to provide us with full information, it is frequently difficult to obtain some of the most desirable information. Thus, certain basic student attitudes can only be measured individually. Nevertheless, for this particular evaluation, significant information about many input variables was obtained, making it possible to explore and analyze their outcome effects. In particular, demographic characteristics and language issues were selected for intensive examination.

Process Variables

Variables of this kind usually include school or program attributes which are associated with outcome; for example, materials, instructional techniques, and organizational structures (e.g., in-class grouping vs. individualized tutorials). Closely related to program variables are teacher characteristics, including experience, training, socio-economic background, sex, racial/ethnic group membership, and ability. Also, expenditure and attendance patterns must be examined since they too may relate to outcome measures. Each of these programmatic factors was investigated in the course of our evaluation.

In summary, the following hypotheses provided the basis for our efforts:

- That participation in the program affects reading achievement.
- That reading achievement will be differentially related to student characteristics; and
- That relationships exist between certain process variables and gains in reading achievement.

CHAPTER I

REVIEW OF THE LITERATURE

In order to place this study in perspective and provide a framework for the interpretation of its findings, a review of related research was undertaken. The purpose of this review was to identify factors which have been associated with reading performance in other studies. In the following pages, we will discuss demographic considerations, program variables, and special problems relating to illiteracy training.

Demographic Factors

A number of demographic factors have been associated with illiteracy and poor reading. Such variables as age, race, sex, and geographic location are often explored in relationship to reading. As early as 1930, Winston identified age as one important variable. He found that illiterates were usually older people. 1/ Confirmation for his findings was provided by several later studies. 2/ The preponderance of evidence suggests that the older group is the poorest of all age groups in reading skills. 3/

The relationship of sex to illiteracy presents a somewhat contradictory picture. World wide, the proportion of female illiterates generally exceeds that of males, often at a significant level, 4/ yet the National Education Association shows that this is true everywhere except in the United States. 5/ Johnson's cross-cultural study confirms this finding, but adds that Canada is also a nation where the proportion of male illiterates exceeds females. 6/ Winston (1930), Ginzberg & Bray (1953), Harris (1970), and the National Center of Health Statistics (1973)--reporting illiteracy rates only for the United States--consistently show a higher proportion of male illiterates than female. Nevertheless, some studies contradict or minimize this thesis. Harris in 1971 indicated that reading differences based on sex are minimal, while several studies dealing with specific illiterate populations have not found significant sex differences relating to reading ability. 7/ Uroff found that during high school males make significantly greater reading gains than females. 8/ In summary, then, it appears that for cultural reasons of various kinds, males in this country fare worse than females in the struggle against illiteracy--but not in all cases and in ways defying facile generalities.

Geographic location and community-type are two other variables often identified with illiteracy. Generally, studies have shown the highest rate of illiteracy to be in the South, 9/ or in the South and East.10/ Rural communities are frequently reported to have very high illiteracy rates,11/although urban-rural differences were not noted in the previously mentioned study of literacy among youths 12-17 years of age.12/

Data based on racial and ethnic group membership suggest higher rates of illiteracy among blacks and other minorities than among whites.13/ Likewise, illiteracy can often be traced to low income and poor educational background. 14/

Other factors which may be related to illiteracy are poor health (The National Center for Health Statistics, 1973); large family size (The National Center for Health Statistics, 1973); and low status employment (Harris, 1971, and The Adult Performance Level Project Staff, 1973.)

Program Variables

For the present study, program variables are the most important to examine. While demographic variables give us a sense of what to expect from any given target population, the program planner can do nothing to alter such variables; they are static. Program variables, however, are dynamic; they can be modified, restructured, or redesigned in ways that may result in growth and improvement in literacy.

Major studies of our schools suggest that school-factors are not the primary determinants of student achievement.15/ Yet investigators continue to attempt to isolate and identify the school and program factors which may be changed to promote growth in reading achievement. Much of the early literature on this subject compared and contrasted methods of teaching to determine which method might prove most effective. Significant differences due to method were usually not observed, however. Two recent reviews of research confirm that methods of teaching do not vary much in effectiveness.16/ Corder's extensive study covering the ten year period 1960-70 also concludes that there is no broadly based model for reading methods. Such data support the view that one must look to additional factors to promote growth in reading achievement.

Other factors thought to affect reading include class size and the age or condition of the school plant. However, recent research does not indicate that these factors are significantly related to gains in reading.17/

Some investigators have looked at the advances which disadvantaged students have made in test performance as a result of literacy training, concentrating especially on the number of hours of instruction necessary to achieve a certain level of gain. In a study of 377 disadvantaged students throughout the United States, the Manpower Administration noted that 208 hours of instruction yielded a change of approximately one grade equivalent.18/ Martin and Smith reported that the gains made in reading programs were clearly related to the number of hours of instruction. They observed one-half year gain in a 100 hour cycle.19/ A further study in Boston noted that systematically measurable gains in reading skills occur only after 100 to 150 hours of instruction, although all students (even those with only a few hours work) were observed to make some "immeasurable" gains.20/ These studies suggest that gains in reading skills are only evident after at least 100 hours of instruction.

Another area of investigation concerning the elimination of illiteracy has been the use of various reinforcement procedures. Well documented in the field of special education, behavior modification procedures have only recently been systematically attempted in adult education.Heitzman and Putman report considerable success using token reinforcement procedures with black adults in their programs.21/ Lowther used verbal praise and monetary rewards to increase word recognition and comprehension. She noted that performance was substantially higher when followed by money (or money and praise) than when followed by verbal praise alone. Lowther cautioned, however, that the success of incentives may depend on their acceptance by teachers.22/ Conclusive evidence in this area is clearly lacking and further research to determine both the long- and short-term effects of these types of reinforcement procedures will be necessary for any kind of exactitude.

Somewhat related to reinforcement procedures such as those described above is the use of Computer Assisted Instruction (CAI). Golub used CAI to teach literacy to career-oriented youths and noted sucess when these youths took a reading achievement test designed for adults.23/ Caldwell used CAI and another form of programmed instruction to teach reading to illiterate and semi-literate adolescents. Although he found both procedures successful, the group favored the CAI approach.24/ CAI procedures have also been tried with student populations in programs such as PLATO, TICCIT and others. One obvious difficulty with such programs, however, is their cost and consequent inaccessibility to many of the wide range of poorer students encountered in literacy programs of this nature.

Individualized instruction, even if not by computer, has been stressed in several studies.25/ Also, one promising approach to individualization has been described by Eagleton, who used eleventh and twelfth grade tutors to teach sixth graders. Although no significant differences in reading achievement were noted between those who were exposed to tutors and those who were not, the older children gained significantly in self-concept attitude.26/

Other non-reading variables have also been examined for their impact on reading growth. Weber,in a study of four inner city classrooms, identified administrative leadership as the key to growth in reading achievement. Administrative leadership and school climate have also been identified as key variables in several other studies.27/ Such empirical evidence is also supported by administrators. Rauch, for example, repeatedly stresses the importance of the administrator in developing effective reading programs; supporting earlier findings, he discounts the importance of the reading method or material.28/

Classroom climate and the quality of teacher-pupil relations have also been considered significant.29/ Quirk and others are developing an instrument to be used in the observation of reading instruction which focuses specifically on the content and mode of instruction and examines the interaction of teachers and students.30/ Browne is developing an observational system similar to Flander's Interaction Analysis, which can be used for categorizing and analyzing verbal interaction patterns during reading lessons.31/ Hartman and the New York school study also identify climate as a significant factor in reading instruction, especially in inner-city schools.32/ The variables are only now being considered for their significance in affecting literacy growth. Much work remains to be done.

Special Problems

In this section we will consider some special factors which contribute to difficulties in assessing the effects of reading programs on their students.

One area of concern, especially with programs dealing with adults or out-of-school populations, is the question of recruitment, although recruitment per se appears to be less difficult than maintaining continuous enrollment. Novak and Weiant mention that maintaining attendance is a problem common to all adult basic education programs, a contention supported by several later studies of adult literacy programs.33/ In the large scale program conducted in Boston, 14 percent of the enrollees dropped out after one session while fully 25 percent remained for less than two weeks.34/ Harman cites attrition as a plague of all adult education programs. His survey indicates that an average of 25 percent dropped out in 1968 while in many programs the dropout rate exceeded 50 percent.35/ Some studies of specific literacy programs report dropout rates as high as 50 percent.36/ In his analysis of student attendance in nationwide Adult Basic Education programs, Osso indicates that only 17 percent of the enrollees actually completed their courses.37/ The National Teacher Training Study in Adult Basic Education reports high attrition rates as characteristic of most ABE programs.38/

The evidence concerning irregular attendance and attrition is clear. Its possible effect on the objective assessment of programs must also be recognized. If attrition is high, students are not available for post-testing and an accurate assessment of their growth cannot be made. Since their continued attendance is often erratic, it is frequently impossible to assess the students on their "last" day of attendance. In addition, little is known about the characteristics of students who drop out 39/ --although one study did note that a disproportionately high number of the 16-21 year old group left early.40/

Attrition among volunteer tutors was also identified as a problem in one study.41/ It was reported that 34 percent of volunteer tutors never actually tutored, a fact which bodes ill for the success of a program, even if other factors are favorable.

Another concern in the assessment of reading growth is the difference in performance exhibited by some students on tests involving practical applications of skills. Harris, using ten different kinds of activities including telephone dialing directions, classified ads, and applications, found many people reading some sections much more easily than other sections.42/ Hansen and Hesse, attempting to assess literacy in ten distinct domains of reading (e.g., reading related to occupational activities, recreational activities, school-related activities, etc.) found significant differences in the difficulty levels of the material.43/ These findings suggest that growth in reading ability may not occur in a uniform manner, leading students to perform different reading tasks at significantly different levels. Thus, the use of a single growth score to indicate overall gains in reading may not actually reflect the extent of gains made. A related problem occurs when actual gains made are so minor that they fall below the levels measured by the tests.44/

Yet another factor which may bias the objective assessment of reading growth is that few multiple choice comprehension tests provide sufficient guarantees against correct answers based on information other than that found in the passage.45/ Thus, a student's score may well be an overestimate of his/her reading ability. Caylor and Sticht argue also that the format and instructions of typical multiple choice standardized tests lead to much guessing, resulting in negative gain scores similar to those produced by prior knowledge of information.46/ The development of tests without such negative characteristics will be clearly necessary to overcome these problems.

Since problems such as those described above frequently lead to difficulties in the accurate assessment of reading growth, they must be taken into consideration in any sufficient analysis, even if they cannot be fully avoided.

CHAPTER II

METHODOLOGY

Planning Phase

The period of evaluation design began in March, 1973, and ended in September, 1974. During this phase, plans for the complete design were finalized*(including plans for sampling strategy, instrumentation, data collection, and data analysis). This planning phase began with an intensive review of the community-based programs, including an analysis of all R2R records and project proposals, on-site visits to 28 projects, and the distribution of a mail questionnaire to all remaining projects.**

The purpose of this review was two-fold: first, to develop appropriate models--or "project categories"--since it was recognized that divergent structures would require different evaluation approaches; and second, to gain a thorough understanding of project operations and existing local evaluation procedures so that the final evaluation design would be both optimally effective in measuring performance and maximally feasible given actual project capability.

Model Development and Identification

Under the planning phase of the contract, Pacific T&TA was required to "cluster the projects that have common characteristics to the point that they can be termed comparable . . . according to those variables that are most relevant to developing an evaluation design." The rationale for this approach was the hypothesis that the diversity of community-based projects would not lend itself to a single evaluation plan.

---

*A full description of the plan can be found in Pacific T&TA's Evaluation Design Report, September, 1973.

**A full description of the process can be found in Pacific T&TA's On-Site Report, August, 1973.

The development of appropriate models was a difficult process. Initial ideas were established and then continuously refined as more was learned about actual project operations. These refined approaches were finally integrated into the finished evaluation plan itself. In the following sections, we will discuss the evolutionary processes we went through in our effort to develop the model framework most consistent with the nature of the community-based projects.

As indicated in our interim report, we initially selected two variables for model identification: First, Reading Levels of the target group, defined as below fifth grade, fifth - ninth grade, and above ninth grade. Second, Service Delivery System categories--(a) Direct Reading Programs (including scheduled classroom, scheduled individual, and unscheduled) and (b) Indirect Programs (i.e., programs designed to train teachers and perform other auxiliary services). Briefly, the rationale for this approach was that: (a) projects with different reading level populations would require different reading tests and (b) projects with different service delivery approaches would require different data collection procedures, and to some extent, different evaluation measures since their goals may be dissimilar.

As specific input was gained from the field visits and our thinking became more refined, it became evident that the initially proposed models needed substantial revision. First, it became clear that the evaluation would be more effective if the number of models used was kept to a minimum, since this would increase the possibility of meaningful project comparisons. Accordingly, every effort was made to structure the evaluation design so that it would be exhaustive enough to cover all project variations yet comprised of the smallest possible number of models.

With this in mind, all possible variables were analyzed to determine if they required a special evaluation approach. As indicated in previous reports, the two primary service delivery system categories (i.e., direct and indirect projects) remained valid as criteria, but the sub-categories (i.e., scheduled classroom, scheduled individual, and unscheduled) were not required. Revisions in the reading level categories were also required since the original levels we had somewhat arbitrarily chosen did not consistently match the level of the actual project enrollees.

Our analysis of field data did indicate, however, that the distinction between adult/out-of-school populations and student/in-school populations served as a key variable enabling us to successfully distinguish projects on the basis of their reading levels and basic program intent.

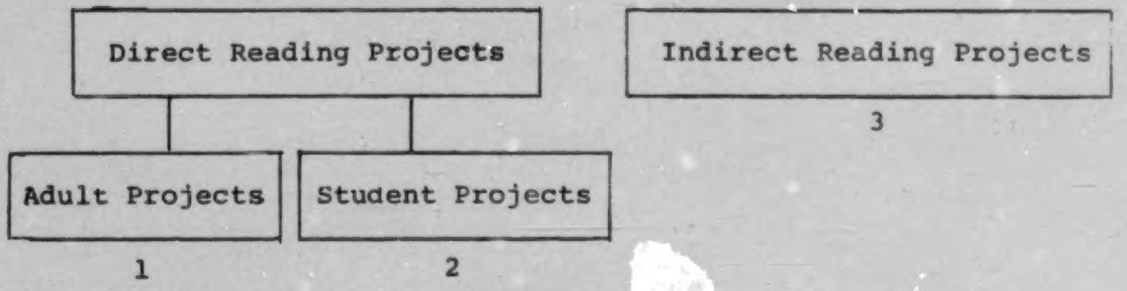
We found that many projects enrolled students who demonstrated a wide range of reading capabilities and more often than not spanned more than one of the predetermined levels. This was particularly true for the projects serving junior high school, senior high school, and college students, while less true for projects serving out of school adults.

The adult projects, in other words, were serving people who were reading at the lower levels while the students were reading at all levels, including the higher levels. As a consequence, the effort to improve reading skills required two different goal orientations. While adults need to read to achieve specific functional objectives (e.g., improve their economic status, gain citizenship, etc.), students need to read to perform effectively in school (e.g., graduate from high school, cope with college, etc.).

Based upon these findings, it became clear, first, that adult projects had to be distinguished from student projects; second, that reading tests had to be found which would be appropriate to a wider range of reading levels than initially planned; and finally, that the type of tests to be utilized had to reflect the different goal orientations of the adult and student populations. In effect, we were forced to change the emphasis from attempts to structure models which would best fit specific reading tests, to identifying reading tests which would best fit actual project characteristics.

With the foregoing framework in mind, the final conceptual models were developed as follows:

R2R PROJECT MODELS



As indicated, we identified three basic models for the evaluation design: Direct Projects split into adult and student models, and Indirect Projects. (While the Direct Projects required an adult/student split, the Indirect Projects did not since they do not provide direct instruction to specific populations. Accordingly, the three basic models can be defined as follows:

- Model 1--Projects providing direct reading instruction to adult students, who are generally reading at or below the fifth grade level, are not attending a formal school, and whose reading goals are primarily oriented towards improving functional capabilities.
- Model 2--Projects providing direct reading instruction to a student population (elementary school, junior high, senior high, or college students) whose reading levels range from below fifth grade to above tenth grade.
- Model 3--Projects that do not provide direct reading instruction as their primary purpose, instead providing indirect services such as the training of teachers, the provision of reading materials, etc.

These models were based upon the actual programmatic situation during FY 73. Discussions with the Office of Planning, Budgeting, and Evaluation (OPBE), however, indicated that the evaluation should cover only those projects providing direct reading instruction. Accordingly, the evaluation design was developed to encompass only direct reading projects; i.e., Models 1 and 2. This modeling approach enabled us to develop a plan that was the same for both student and adult projects, with the exception of the reading tests to be utilized, thereby facilitating the possibility of inter-model comparisons while simultaneously not obscuring the variations among projects.

Sampling Strategy

The evaluation design proved to be applicable to the entire universe of community-based projects. However, OPBE decided to conduct the evaluation only among a sample of projects, given budgetary constraints and the pilot nature of the study. Accordingly, 24 sites were randomly selected via a stratified cluster design (with all students in each sampled project to be included in the study), from the universe of 69 direct service projects in operation in FY 74. The stratification design included the primary split between student and adult projects and secondary subdivisions into ethnic strata. Project ethnicity was defined by the majority ethnic group being served, with the "mixed" category representing any project that did not serve a majority of any one ethnic group. Table 1 presents the stratification design. Based upon FY 74 enrollment figures, it was estimated that the sample would include approximately 1400 students from an estimated universe of 5200 (27%) and 1000 adults from an estimated universe of 3700 (33%).

Table 1

Stratification of Projects by Ethnicity and Model

ETHNICITY

MODEL	Black	White	Spanish	Mixed	Total
Adults	6 Total Sample 2	3 2	15 5	6 2	30 11
Students	19 6	2 1	11 4	7 2	39 13
Total	25 8	5 3	26 9	13 4	69 24

It should be noted that in some cases student projects may have served a small number of adults, and adult projects may have served a small number of students. In the cases where no specific project component was established for this subgroup, variation in the evaluation design was made. Two student projects, however, (Projects K & G) had separate adult program components. For these two projects, the adult components were treated separately.

Instrumentation

A variety of instruments and data collection forms were utilized in the study. The following is a discussion of the purpose and content of these instruments.

Reading Tests--Standardized reading achievement tests were used on a pre- and post- basis to assess cognitive performance. An extensive review and selection process was undertaken to identify the most appropriate tests for the student and adult projects based upon three primary criteria: the nature of the tests, the nature of the programs, and the purpose of testing.

(1) Tests were evaluated on the basis of the guidelines established by the American Psychological Association in its *Standards for Development and Use of Educational and Psychological Tests*. These included type of test, level and range, cost, administrative procedures, scoring, test interpretation, time limits, reliability, validity, suitability, timeliness, and availability.

(2) Student projects were characterized in terms of:

- Program Goals--To prepare students for success in school by improving their reading skills and attitudes.
- Range of Levels--Reading grade levels in any one project may include a span of five or more years. The reading level of most is well below their actual grade level.
- Participant Characteristics--The participants are of elementary to college age and most are members of minority groups. They have generally been unsuccessful in school.

The type of test needed for this group is one that measures general school-related reading skills, but not necessarily of the same format and style as traditional school tests.

It should not include material judged to be inappropriate or irrelevant. It should have face and content validity for both staff and students. It should cover a wide range of reading levels either within a single test or among different levels of the same test.

(3) Adult Projects were characterized in terms of:

- Program Goals--To prepare adults for their daily life activities by improving their functional reading skills.
- Range of Levels--Reading grade levels are generally very low. Many adults are considered illiterate or semi-literate. Some are non-English speaking. The range in this group is not as wide, however, as in the school group.
- Participant Characteristics--The participants are adults no longer in formal school programs. Some speak English as a second language.

The type of test needed for this group is one that measures functional or practical literacy. It should portray its content in an adult oriented, non-school format. It should cover real life activities. It should include a range easy enough to avoid frustration, yet remain challenging in a meaningful way. It should have face and content validity for both staff and students.

Finally, tests should be selected that can successfully satisfy the primary intent of assessing reading performance for evaluation purposes.

Given the above criteria, tests for both student and adult projects were analyzed as indicated in Tables 2 and 3. The SRA Multi-level Achievement series was selected for the student projects for the following reasons:

> Its four different tests cover a range from fourth through ninth grade. Normative data are provided from first to twelfth grade for the general population and for a special sub-sampel of Title I schools (which have populations similar to the R2R in-school populations). Its format and content are appealing to all types of students. It would probably be a new instrument to the students and the projects, a factor which would no doubt be welcome. The overlapping of items and questions among levels makes it desirable for use in projects with a broad range of achievement levels. Its wide span would enable us to secure a score for even the slowest students, and its reliability is .76.

The Reading Everyday Activities in Life Test (R/EAL) was selected for the adult project for the following reason:

> It was specifically designed for adolescents and adults. It includes subject matter suitable for adults that is representative or practical and real-life material. Its cassette form of presentation makes it easy to administer individually or in groups and presents a motivating factor in the test taking process. It yields information about an individual's performance on tasks directly related to functional literacy, a major goal of the adult programs. Although it has not been used on a wide-scale basis, reliability and validity data on samples of over 600 point to the soundness of the instrument. One drawback is that at present no alternate or equivalent form exists. Such alternate form is desirable but not essential. Finally, it is applicable to persons with very limited reading skills and the instructions are available in Spanish.

Table 2

Scale of Acceptability

-Student Tests-

TEST	CRITERIA												
	Type	Level	Cost	Administration	Scoring	Interpretation	Time	Reliability	Validity	Suitability	Availability	Applicability to Program Goals	Applicability to Participants
Basic Reading Rate Scale	-	+	ni	+	+	+	+	ni	-	-	+		
Brief Test of Literacy	+	+	ni	+	+	-	+	-	-	-	+		
CAT	+	+	+	+	+	+	+	-	-	+	+	+	-
CTBS	+	+	+	+	+	+	+	+	+	+	+	+	+
Cooperative English Test	+	-	ni	+	+	-	+	+	+	-	+		
Criterion-Referenced SWA	+	-	ni	+	+	ni	ni	ni	ni	-	-		
Davis - 1961	+	-	+	+	+	-	+	+	+	-	+		
Essential Reading Skills	+	+	ni	+	ni	+	ni	ni	ni	+	-		
FAS	-	+	+	+	+	-	+	+	-	-	+		
Gates McGinitie	+	+	+	+	+	-	+	+	-	-	+		
Individual Reading Placement	+	+	+	-	ni	ni	-	-	-	-	+		
ISRT	+	+	+	+	+	+	-	+	+	-	+		
IOX	+	-	+	+	+	-	-	-	-	-	+		
McGraw-Hill	+	+	+	+	+	+	+	+	+	+	+	+	+
Metropolitan Achievement	+	+	+	+	+	+	+	+	+	+	+	+	-
Nelson-Denny	+	+	+	+	+	-	+	+	ni	+	+	+	+
Nelson	+	+	+	+	+	-	+	+	ni	+	+	+	-
Precriptive	+	-	+	+	+	-	+	-	-	-	+		
SRA Achievement	+	+	+	+	+	+	+	+	+	+	+	+	+
Stanford Achievement	+	+	+	+	+	ni	+	ni	ni	+	+	+	+
TASK	+	+	+	+	+	ni	+	ni	ni	+	+	+	+
Test of Individual Needs	+	+	+	-	+	-	ni	-	-	-	+		
Carver-Darby	+	-	+	+	+	-	+	-	-	-	+		
NAEP	+	+	ni	+	+	+	+	-	-	+	-		

Key: + = acceptable
- = unacceptable
ni = no information

Table 3

Scale of Acceptability

-Adult Tests-

	CRITERIA												
	Type	Level	Cost	Administration	Scoring	Interpretation	Time	Reliability	Validity	Suitability	Availability	Applicability to Program Goals	Applicability to Participants
ABESS	+	+	+	+	+	+	-	-	-	-	-		
ABLE	+	+	+	+	+	+	+	+	+	+	+	-	+
ABRI	+	+	+	+	+	-	+	-	-	-	+		
Am. Literacy Test	+	+	ni	+	+	-	-	ni	ni	-	ni		
BOLT	+	+	ni	ni	ni	ni	ni	ni	ni	ni	-		
Carver-Darby	+	-	+	+	+	-	+	-	-	-	+		
Davis - 1973	+	-	ni	+	ni	ni	ni	ni	ni	-	-		
Informal Reading Inventory	+	+	ni	-	ni	-	-	-	-	-	-		
NAEP	+	+	ni	+	+	+	+	-	-	+	-		
R/EAL	+	+	+	+	+	+	+	+	+	+	+	+	+
RBH - Reading	+	+	+	+	+	-	+	+	-	-	+		
SRA Reading Index	+	+	+	+	+	+	+	+	+	+	+	-	+
Survival Literacy Study	+	+	ni	-	+	+	ni	-	-	+	-		
TABE	+	+	+	+	+	-	+	-	-	-	+		
Wisconsin ABE	+	+	ni	+	ni	-	+	-	-	+	+	+	+

Key: + = acceptable
- = umacceptable
ni = no information

Attitude Scale--A secondary objective of the Right to Read program is the improvement of attitudes toward reading. This is based on the assumption that positive attitudes towards oneself as a reader--and towards reading as a desirable, pleasurable, or necessary activity--will motivate a person to want to learn to read and that this motivation will in turn result in improved reading performance. (This relationship is, of course, reciprocal. Motivation, however, as a highly subjective internal drive complicated by numerous other factors relating to past and present experience, cannot be assessed in the direct manner possible for more external performances of skills. When such assessments are attempted, though, the methods generally used include: identifying and measuring all actions of the individual which appear to be clearly related to reading attitudes asking the individual to complete questionnaires which provide subjective, personal reports about his/her attitude or understanding of his/her motivation toward specific goals; and projective tests. The latter have been eliminated in the R2R program as impracticable, since they require individual administration by highly trained testers, and since they are excessively dependent upon speculative inferences. The first two approaches --measurement of direct behavior and self-reports--were, by contrast, extensively explored. Specifically, thirteen tests* were identified and analyzed in detail, based on the following criteria:

1. Their value for adult and student populations.
2. Their amenability to administrative procedures required for non-readers or non-English speaking persons.
3. Their amenability to group administration.
4. The simplicity of their administration and scoring procedures.
5. Their cost.
6. The extent to which their content is relevant to the measurement of reading attitudes.
7. Their overall reliability and validity.

---

*A full report on each of these tests is available from Pacific T&TA.

While several tests seemed promising in relation to some of the criteria, there were none which satisfactorily met all criteria. Thus, the best of the tests proved to be measures of self esteem in general with little applicability to the specific area of reading attitudes, while the only really possible test of reading attitudes (The Attitude Scale by Thomas H. Estes) was developed for children and contains many items inappropriate for adults. We therefore decided to construct a simple test of our own, based on the following understanding:

1. Measuring attitudes toward reading is our only real concern, and none of the existing scales are adequate to fulfill this function for the R2R population. At best, a complex battery of existing tests would be required.

2. Existing tests are generally non-standardized (or standardized only for very small populations) so we lose little in this regard by devising our own non-standardized test.

The original scale of 30 items developed by Pacific T&TA was pre-tested twice: on a population of 90 disadvantaged high school students, and on a group of adult illiterates. Basing our decision upon test results (which indicated a split half reliability of .87) we reduced the test to the 25 most discriminating items.

Since it did not seem reasonable to assume that attitudinal change could be measured in a 4-6 month period, it was decided to use the test on a once only basis. Further, in order to minimize the burden on the projects, it was decided to test only a sample of two student and two adult projects. These sample projects were randomly selected from those which demonstrated a wide range of reading skills (based upon pre-test scores) and had at least 100 enrollees.

Student and Staff Data Forms: The student and staff data forms were designed to secure baseline and termination data on important student and staff variables. Characteristics to be included in the forms included those identified as potential differentiators of performance based upon the results of related research. Areas of inquiry on the student data form included:

- Demographics--age, sex, ethnicity, grade completion, employment status;
- Reasons for enrollment and date of enrollment;
- Language and reading skill data;
- Instruction plan;
- Termination date and reasons for termination.

Areas of inquiry on the staff data form included:

- Demographics--age, sex, ethnicity, grade completion;
- Teaching experience;
- Job assignment;
- Language data;
- Termination date and reasons for termination.

Attendance Data Form--Because it was assumed that attendance patterns and the amounts of instruction actually received would affect performance, the attendance data form was used to collect monthly attendance data on all students. This form included monthly data on the number of sessions attended, the number of sessions not attended, and the total number of instructional hours per month.

Staff Questionnaire--As an additional source of input about project operations and effectiveness, a staff questionnaire was developed and utilized. This questionnaire was pre-tested at a non-sampled R2R site, then revised and finalized. Areas of inquiry included 25 items relating to administration and organization, the staff, students, and the instructional program.

On-Site Observation Guide--Part of the evaluation required the documentation and description of actual classroom and tutorial situations. In order to systematize our observations, it was decided that a standard observation format would be needed. Several existing observation instruments (such as the SRI observation instrument) were reviewed for their applicability. This review indicated that none of these instruments were tailored to meet our needs, either because they were not designed to observe reading programs or because their complexity was far beyond the scope of this particular study. Accordingly, we developed and pre-tested our own form(utilizing inter-rater reliability checks). Our guide enabled observers to systematically document instructional processes including: The pattern of instruction, the form of instruction, style and content, and materials used.

Project Interview Guide--Finally, we used a project interview guide to enable field staff to interview project directors and staff and obtain needed data on:

> Project characteristics, agency type, nature and location of project, recruitment approaches, project operations, service delivery system characteristics, materials, related services, training and technical assistance, and budget and staffing allocations.*

Implementation Phase

Actual implementation of the study commenced in October and data was collected from the last week in November until the last week in May. Start-up activities, data collection, and analysis activities occurred as follows:

Advisory Panel Meeting

Pacific T&TA organized and convened a four member advisory panel to review and critique the planned evaluation procedures. The panel's initial meeting was convened for two days in November at which time final revisions were made in the procedures. Based upon this review, all forms and procedures were finalized and submitted to OMB for clearance.

Start-Up Activities

During October and November, all logistics required for the pre-test period were developed and implemented: Pacific T&TA notified the projects of the evaluation plan, established pre-test dates, and requested enrollment figures to determine how many test forms each project would need. SRA and R/EAL tests and testing instructions were ordered and then shipped to the projects in sufficient quantities. An exhaustive evaluation instructions manual was also mailed to the projects.

Staff Training

A three day training session for the six person field staff was held. Training was given by the Project Director, Assistant Project Director, and a member of the SRA testing staff. The training covered a full review of the evaluation plan and instructions manual, the test administration procedures, use of the interview guide, and most importantly, overall strategies for insuring cooperation and rapport with the projects.

---

*A copy of all instruments used can be found in the appendix.

Pre-Test Period

Eight staff members visited all 24 projects from November 26th through December 14th at which time reading pre-tests were administered to all students in attendance during the course of a one week visit. During these visits, we monitored the testing and distributed and explained the evaluation manual. In many cases, the project did not test all their students during this visit due to varying levels of absenteeism. As indicated in the evaluation instructions manual, however, the projects were requested to pre-test those students who were absent as soon as possible, as well as pre-test new students upon their enrollment. Additionally, the project interview guide was completed and a roster of all current students was obtained. A few of the projects were not yet in operation (or on semester break during this period) and so pre-testing was delayed and completed later. When the visits were completed, our staff members held individual briefing sessions with the Project and Assistant Project Directors covering all aspects of the visits.

Student, Staff, and Attendance Data Form Collection

Upon approval from OMB in January, the student and staff data forms were mailed to the projects. Student data forms were pre-named and pre-coded based on the previously received rosters. Projects were instructed to mail in forms for all current staff and enrollees by February 1, and to mail in forms for new staff and enrollees (and terminees) on a bi-monthly basis through May 31.

The forms were printed with triplicate carbon inserts so that projects could file one copy and the other copies would be for enrollment and termination recording. Pre-named and pre-coded attendance data forms were mailed to the projects on a bi-monthly basis for their completion and submission to Pacific T&TA.

Following dissemination of the forms, we maintained continuous and frequent contact with the projects, to help maximize receipt of all data forms and test results. "Prod" letters were often mailed requesting data missing for any individual. Also, frequent phone contact was made to help with problems, to identify additional materials needed, and to cover future plans.

On-Site Observations

During February, dates were established for the on-site observation visits. Field staff training sessions were held once more, at which time the on-site observation form was reviewed and simulated classroom/tutoring sessions were used to practice use of the form. The on-site observations were made in March and April, at which time staff members visited each project for three days. The field staff observed as many separate classes and tutoring sessions as possible within this period. Briefing sessions were held with each staff member upon his/her return to review forms and discuss findings.

Post-Test Period

Procedures for the post-test period were essentially the same as for the pre-test period. However, longer post-test visits were made at those projects which experienced difficulty during the pre-test period. In order to ease the burden on the projects during the post-testing, we mailed them pre-named and pre-coded SRA answer sheets and R/FAL booklets for all students to be post-tested (i.e., those who had taken the pre-test and had not terminated). During the post-test period, the staff questionnaires were distributed (with self-addressed return envelopes to protect confidentiality); missing data forms and attendance data were requested; and the attitude test was administered at the four sample sites.

Data Processing and Analysis

Pacific T&TA maintained an extensive and systematic manual and computer processing operation to maximize the quantity and quality of our data. As test answer sheets and booklets were received, they were manually scored, keypunched, verified, and stored. Scores were then mailed back to the projects for feedback purposes. All data forms were manually edited and then keypunched and stored. All data received was "logged" in our manual rosters, enabling us to identify missing data on an individual basis. Projects were notified of any missing data and were requested to supply this information. Data collection activities ended May 31, at which time data files were finalized for subsequent analysis. Computer print outs on all individuals were then checked against Pacific T&TA manual records. Computer processing was completed in July, at which time the anlaysis itself was undertaken. A full description of our analytical procedures will occur in subsequent chapters. Finally, the advisory panel was re-convened during August to review progress to date and finalize the analytical plans.

CHAPTER III

CRITIQUE OF THE EVALUATION PROCESS

The complexity and scope of this study within the diversity of the community-based programs resulted in variations, problems, and unintended benefits for the evaluation. In our effort to put this evaluation process in perspective and identify issues that may affect future research, we have here assessed what we consider to be the primary positive and negative aspects of the evaluation process. The following are the major categories we have examined: project responsiveness, project/evaluator relations, testing procedures, and data form and questionnaire utilization.

Project Responsiveness

In general, the projects' response to the evaluation process was outstanding. This is particularly true given the rigorous and time consuming nature of the study and the fact that the participation of each project was for the most part voluntary. Specifically, most projects proved to be capable of effectively responding to all evaluation requirements. While initially the system was somewhat confusing, ultimately they fully understood the process. The willingness of the projects to cooperate was especially rewarding to us since no written official sanction was given from the national R2R office and since the student projects recognized that this was their last year of funding.

As expected, however, some of the projects were not able to fully respond to the evaluation requirements, primarily because of internal programmatic difficulties. Project "R", for example, experienced almost a complete programmatic shift in the course of the evaluation. Initially, its primary component was the utilization of one-to-one volunteer tutoring at students' homes. The secondary component was English as Second Language (ESL) classes. However, the one-to one tutoring component was in a state of disarray, which was fully recognized by the project. The Project Director explained this as follows:

> "These problems were recognized as critical at the time that the National Right to Read Office informed the project staff that the ... Right to Read [Project "R"] was to be one of the community-based sites to be evaluated by Pacific T&TA Corporation. Part of this evaluation included the use of a new R/EAL test for functional illiteracy. An on-site evaluation from a PT&TA team member administering the test revealed that many of the students, once in the reading program, could not be located later and that a smaller number of students actually were being served.
>
> The recognition of this very basic flaw in the program may well reverse the impact of the program."

Problems were faced by other projects as well. The basic philosophical orientation of Project "S" made them wary of the overall evaluation and testing process and thus limited their willingness to cooperate fully. Project "H" suspended operations for several months due to delays in funding and to the switch to daylight saving time necessitated by the energy crisis (this project operates at 7:30 am). As a result the pre- and post-test periods were substantially shortened. Project "G" terminated its initial program during the course of the study, and full operations with new students did not begin until February. Project "D" was on semester break until February, at which time pre-testing revealed that most of their students received such high scores on the SRA test that post-testing for these students would have been meaningless. Finally, the overwhelming cultural differences present at Project "Q" limited their capacity to respond fully, while to some extent the evaluation objectives were incompatible with their local goals.

Project/Evaluator Relations

The projects' positive responses, we felt were due primarily to their own initiative and to the positive relations and communications we established with them. We purposely made sure never to threaten the projects or dictate demands to them, thus mitigating the inherent conflicts between the programmer and the evaluator. Additionally, we made every effort to make their jobs easier by using devices such as pre-naming and pre-coding forms, by answering all of their questions immediately and fully, by requesting that they call us collect whenever problems arose, and by providing test result feedback for all of their students.

Testing

The use of the SRA reading achievement series for student projects and R/EAL for adult projects generally proved to be effective. The projects found the tests easy to administer and we found them easy to score and process. The use of the Evaluation Instructions Manual and Testers' Manuals provided the projects with readily available answers to their questions as they arose. The multi-level nature of the SRA proved valuable in testing the broad range of skills represented by the students (except for those having initial skills equivalent to grade 12 or above). The availability of taped instructions and transcripts in both English and Spanish enabled the projects to use R/EAL in both classroom and individual situations and the format was consistent with the goals and materials being used by the adult projects.

Because of the diverse nature of the projects, however, procedural problems in testing did arise. First, the initial goal of testing all students in one week proved unrealistic for many projects since attendance is often sporadic. This resulted in a shorter than hoped for pre- and post-period for many students.

The length of time needed to take the tests in some cases necessitated prolonged test-taking over the course of more than one session. Moreover, the R/EAL test proved too difficult for a substantial number of illiterate adults during the pre-test, resulting in either a partial test score or no score at all. Partial test scores were adjusted through regression analysis, while no scores because of inability resulted in the assignment of a score equal to the lowest 10 percent of the distribution. (This process is further explained in the analysis section.)

The most difficult problem, however, which affected not only the evaluation process but the effectiveness of the projects themselves, was student attrition.

In terms of testing, attrition (1) resulted in a large body of missing test data, and (2) limited the number of students for whom pre- and post-tests were available. Table 4 presents these completion rates for all projects based upon enrollment figures vs. pre- and post-tests received. The implications of high termination and attrition and their effect on test results are more fully discussed in the analysis chapter.

Other Forms and Instruments

The utilization of the student, staff, and attendance forms proved to be extremely effective in obtaining required data. For most projects, we received data forms on all students and staff; and attendance data, which represented a time-consuming task for the projects, was usually submitted completely and on time. Termination forms were slightly more difficult to control, however, since the attrition process itself was largely uncontrollable. However, accurate termination data was ultimately received as a result of special efforts to locate individuals and through personal contact with project personnel. Both the staff questionnaires and attitude scale were easily administered by the projects. In a few cases, however, the response rates to the staff questionnaire were low because staff members were finishing their school jobs at the time of administration and by the time we became aware of missing data it was virtually impossible to contact them.

Finally, the on-site observation guide proved to be a valuable tool in documenting instructional activities. Its only limitation was that we were able to observe only a small sample of one-to-one tutoring situations at projects utilizing this approach.

Table 4

TEST COMPLETION RATE

PROJECT	Cumulative Enrollment	Number of Continuees	# Pre- & Post-Test Completions (Rate) 1/	PROJECT	Cumulative Enrollment	Number of Continuees	# Pre- & Post-Test Completions (Rate)
Student Project				Adult Project			
A	71	56	38 (68%)	N	55	33	23 (70%)
B	535	458	327 (71)	O	121	67	17 (25)
C	51	32	25 (78)	P	227	147	50 (34)
D	72	60	9 (15)	Q	72	72	14 (19)
E	99	61	60 (98)	R	136	21	12 (57)
F	132	81	21 (26)	S	46	23	13 (57)
G	93	46	35 (76)	T	53	38	24 (63)
H	119	74	47 (64)	U	80	34	19 (56)
I	120	43	31 (72)	V	182	87	72 (83)
J	32	26	16 (62)	W	115	69	37 (54)
K	123	75	28 (37)	X	111	49	41 (84)
L	150	107	97 (91)				
M	91	65	53 (82)				
TOTAL	1688	1184	787 (66)		1198	640	322 (50)

1/ Number with pre and post tests ÷ number of continuees.

CHAPTER IV

PROJECT CHARACTERISTICS

In the course of the evaluation we collected data on several aspects of project operations: overall project structure and characteristics, service delivery mechanisms, instructional patterns, enrollment patterns, and budget allocations. These data were collected during on-site visits and through frequent phone contact (and recorded on the Project Interview guide and on-site observation forms). We have summarized these data in order to present a capsulized view of the 13 student and 11 adult projects studied, and have drawn some general conclusions about the projects' overall operations.

In this chapter we will discuss organizational and program characteristics. In subsequent chapters we will discuss enrollment patterns and budget allocations.

Organizational and Program Characteristics

Prior to a discussion of the objective and quantifiable characteristics of these projects, it is important to provide our subjective impressions of their relationship to the Right to Read Program and participants. Without exception, we can report that the projects and their staff members demonstrated a remarkably deep and personal commitment to the Right to Read goal of eliminating illiteracy: this was evidenced in their attitudes both towards their project goals and towards their students. The staff members of the projects believed in their local efforts, worked hard at accomplishing their objectives, and for the most part were advocates and sensitive supporters of their students. In sum, they were dedicated to improving their participants' reading skills and believed that hard work on their part could accomplish this goal. Obviously, there is no means of quantifying this sense of dedication (and including it in our analysis) but it nevertheless represents an accomplishment which should be recognized and applauded.

It should also be mentioned here that this study did not attempt to evaluate the administrative effectiveness of these projects in any formal way. Instead, project effectiveness must be judged in terms of the reading outcomes discussed in later chapters.

The remaining sections of this chapter are based on our findings as presented in Tables 5-8. Table 5 presents a summary frequency count of major project characteristics for both models; Table 6 presents a frequency count of the reading materials utilized, and Tables 7 and 8 present individual project data on service delivery and instructional pattern characteristics.

Agency Type

Four types of agencies--four year colleges, junior colleges, community organizations, and public libraries--operated the 24 sample projects. For student projects, the predominant agency was the four year college, which operated 10 of the 13 sites, with one junior college and two community organizations accounting for the three remaining sites. Of the eleven projects operated by colleges and universities, four actually serviced their own college constituency while seven served elementary and secondary school populations. Of those serving the latter group, actual administration and instructional operations occurred at the local school for three of the projects and thus participation by the IHE was limited. For example, while Project "H" was the grantee agency, all project operations were located at a local high school "west campus" and all instructional staff were regular high school teachers. In effect, Project "H's" only participation occurs at the level of financial control and accountability. This somewhat cumbersome and inefficient two level structure evidently resulted from legislative constraints which prevented direct funding to LEA's for community-based operations.

For the adult projects, the predominant agency was the community organization, which operated seven of the eleven sample sites, with the remainder operated by IHE and one library.

The fact that educational institutions primarily serve students while community organizations primarily serve adults should not be surprising. It suggests that established educational agencies are more comfortable participating in traditional arrangements, primarily because of their limited experience with the community as a whole and with adults.

Community organizations, on the other hand, as the primary adult agencies, have had considerably more experience in serving out of school, adult populations.

Form and Location of Instruction

The primary form of instruction for the student projects is scheduled classes, accounting for 11 of the 13 sites, with the two remaining sites using tutorial instruction. Their almost exclusive use of scheduled classes results from their institutional structure (which is built upon this learning approach) and from the fact that many projects are extensions of the regular school curriculum. The adult projects use individual tutorials and scheduled classes almost equally, either out of necessity or for more flexible organizational structure.

The location of instructional services is closely related to the form of instruction. For the student projects, instruction occurs at the LEA, college, or community center; and in all but one case only one or two locations are used. This limited number of sites per project reflects the fact that students are readily available for instruction because of their attendance at their regular schools, and thus outreach centers are not required. For the adult projects, on the other hand, multiple locations are typical, utilizing community centers, colleges, homes, or a combination of these facilities (with individual homes only used in one-to-one tutorial situations). The number of sites range from 3 to 40 locations per project.

The different goal orientation of scheduled classes vs. individual tutorials results in substantial operational differences. The class form of instruction relies more on a traditional group remedial approach primarily utilizing professional staff, while the tutorial form of instruction focuses more on outreach and individualization utilizing professional, paraprofessional, and volunteer staff. The organization and administration of classroom projects is a less difficult coordinative task than tutorials: Classroom projects are operated in only a few locations; students are assigned to a specific limited number of teachers; classroom hours are regularly scheduled; and thus overall coordination among administrators, staff, and students is relatively easily accomplished. Individual tutorial projects, on the other hand, are faced with a complex set of organizational tasks. First, tutors have to be recruited, trained and maintained in sufficient quantities to service the population; students and tutors must be matched; individual times and places for instruction must be established and in many cases either tutors or tutees must travel long distances to participate; and rematching must take place when a tutor or tutee terminates. In summary, then, the basic nature of classroom projects inherently facilitates relatively structured, more easily organized efforts, while tutorials require more sophisticated and complex organizational approaches.

Time of Instruction

The time of instruction indicates important variations among the student projects. Basically, they can be categorized as either during the regular school day, prior to school, or after school. Those projects which operate during the school day have usually integrated their efforts into the regular school curriculum, so that Right to Read serves as a replacement for other activities. Those projects which operate before or after school provide reading instruction in addition to the regular school offerings.

Given these definitions, five student projects can be said to operate during the school day while eight projects operate outside the school day. This distinction is irrelevant to the adult projects since adults do not attend other formal educational institutions.

Staff Structure

Staffing patterns vary substantially among projects, and are highly related to their forms of instruction. All projects have a project director and sometimes a back-up administrative or clerical staff; instructional staff include paid professional teachers, reading specialists, paid tutors--usually college and/or work study students--and volunteer tutors.

For instruction, the student projects primarily utilize paid professionals (sometimes backed up by paid or volunteer tutors). The adult projects use more varied structures including paid professionals, paid tutors and volunteer tutors.

The potential trade-off between volunteers and professionals (aside from costs) is that volunteers are usually indigenous community people who more readily establish rapport while professionals have higher levels of teaching skills.

School Credit and Recruitment Approaches

School credit is given in six of the 13 student projects while it is available in only one of the 11 adult projects, once again reflecting the different institutional characteristics of the two models. As a consequence, many of the student projects have built-in attractions (since participation in the project meets an existing school requirement) while those projects without school credit are likely to reflect more voluntary decisions to participate.

Recruitment approaches also reflect the degree of voluntary participation. Existing approaches include referrals, required participation, general promotion and publicity, and special incentives such as stipends. Student projects rely heavily on both referrals and general publicity, while adult projects rely primarily on publicity, only secondarily using referrals. Referrals for the student projects typically come from school counselors or teachers who identify students requiring remedial help. This kind of referral process inherently includes a strong degree of compulsion, since the student is considerably influenced in making the decision to participate. Referrals for the adult projects, on the other hand, are likely to come from community agencies or local governmental agencies, and are more of a service to the participant than a form of compulsion.

Related Services Provided

Most projects offer supplementary services in addition to reading instruction. These services (such as counselling services, health referrals, and recreational activities) tend to be of an informal and limited nature. A few exceptions do exist. For example, Project "F", offers a full range of recreational activities built into the program structure; whereas Project "J" provides eye exams for all participants.

Materials Utilized

The projects were asked to rank the frequency of usage of 13 basic materials. The results of their responses are presented in Table 9. While most of the projects utilize a variety of materials, in most projects only a few are used extensively. Adult projects use teacher-prepared materials and workbooks most frequently, while student projects use workbooks, teacher-prepared materials, and high interest/low vocabulary books most often. The frequent use of teacher-prepared materials evidently reflects the assessed lack of existing remedial materials, particularly for adults; and the use of high interest/low vocabulary readers by the students suggests that their reading skills are more advanced than those of the adults, enabling them to use books in place of less advanced materials.

ESL Components

ESL Components are defined as specific and organized project efforts to teach oral English skills to non-English speaking participants. When ESL components are available they are usually designed to deliver oral skills to participants before actual reading instruction begins. In some cases, however, both forms of instruction are provided simultaneously. Given this definition, three of the 13 student projects can be said to have ESL components, while four of the 11 adult projects have ESL components. Only projects using classroom structures have ESL components. The absence of ESL instruction in tutorial projects evidently results from the difficulty of identifying and recruiting competent tutors with the skills necessary for ESL instruction.

Instructional Patterns

The individual projects' instructional patterns can be found in Tables 7 and 8. For the scheduled classroom projects, these patterns have been defined in terms of the planned number of individual classes available, the planned number of class meetings per week, the planned number of hours per class meeting, the planned number of hours received by a student in a week, planned class size, and planned staff/pupil ratios. Since each project may have had different patterns for varying classes, the instructional pattern figures represent averages for all these classes. For the tutorial projects, planned frequency, duration, and hours per student per week are provided as averages. Given these definitions, data indicate the following:

- Of the student projects using classroom methods, the number of separately available classes per project ranged from 2 to 21. This broad range indicated the variance in project size. The largest project used 21 separate classes to provide instruction to over 400 students, while the smallest project used two separate classes to provide instruction to approximately 30 students.

  The frequency of class meetings also varied from only one day a week to five days a week. Seven of the projects met at least three days a week, while the remaining four met only twice a week or less.

  The number of hours per class also varied significantly, ranging from normal class periods of 45 minutes to three hours per class. Similarly, hours received ranged from a low of 1½ hours per week to a high of more than 10 hours per week.

  With the exception of only a few projects, class size and staff/pupil ratios were fairly similar. Most projects had class sizes of 12-16 students, with two projects having class sizes over 20 students and one having only 5 students. Most projects had one or two teachers per class, resulting in staff/pupil ratios ranging from 1:8 to 1:14. Two projects had much smaller ratios of 1:4 and 1:5.

  Two student projects used tutorial instruction. One project met an average of twice a week while the other met 1½ times per week. Hours per session were more or less the same at one hour and 1½ hours respectively. This resulted in hours received of approximatly two hours per week per student for each project.

- Of the five adult projects using scheduled classes, the number of separately available classes per project ranged from 4 to 8. The frequency of class meetings ranged from less than twice to five days a week. Planned hours per class also varied considerably, from five hours per class to one hour per class. This disparity resulted in a range of actual hours received per week from a low of 2 to a high of 15. Class sizes also varied from 5 to 20 students per class, and staff/pupil ratios varied from 1:5 to 1:20.

- Of the six tutorial adult projects, the frequency of meetings ranged from 1½ times to three times a week. Hours per session ranged from 1½ to 2½ resulting in a spectrum of hours received per week ranging from 3 to 7½ hours.

Table 5

Frequency of Major Project Characteristics

	Student Projects	Adult Projects
Type of Agency		
Four Year College	10	1
Junior College	1	2
Community Organization	2	7
Library	-	1
Predominant Structure		
Scheduled Classes	11	5
Individual Tutorials	2	6
Location		
Jr.-Sr. High School	5	-
College	4	-
Center	4	5
Homes	-	1
Center & Homes	-	5
School Credit		
Yes	6	1
No	7	10
Staff		
Paid	13	7
Volunteer	-	4
Related Services		
Job Placement	2	4
Health	4	5
Counseling	9	11
Recreation	5	4
Transportation	7	6
Education	4	7
Other	3	-
None	1	-
Recruitment Approach		
Referral	10	5
Required	2	1
General Publicity	9	9
Special Incentives	4	1
Other	1	2

Table 6

FREQUENCY OF MATERIALS UTILIZATION

Materials:	Adult Projects Used Most Often	Adult Projects Used Somewhat	Student Projects Used Most Often	Student Projects Used Somewhat
Workbooks	1	5	3	6
Basal Readers	-	1	-	-
Programmed Texts	1	-	1	-
Skill Kits	1	1	3	-
High Interest/Low Vocabulary	1	-	-	6
Commercial Games	-	-	1	1
Audio-Visual	-	3	1	3
Special Techniques	3	1	-	1
Books, Magazines	-	2	1	3
Foundational Materials	-	4	-	-
Teacher prepared Materials	4	4	2	5
Other	-	-	1	-
Electric	-	-	-	1

Table 7

SERVICE DELIVERY SYSTEM CHARACTERISTICS-STUDENT PROJECTS

SERVICE DELIVERY CHARACTERISTICS	PROJECT A	PROJECT B	PROJECT C	PROJECT D	PROJECT E	PROJECT F	PROJECT G	PROJECT H	PROJECT I	PROJECT J	PROJECT K	PROJECT L	PROJECT M
Predominant Form of Instruction (Class or Tutorial)	C	C	C	C	T	C	C	C	C	C	T	C	C
Time of Instruction (During School day or Outside of School Day)	D	D	D	O	O	O	D	O	O	O	O	D	O
Staffing (Paid or Volunteer)	P	P	P	P	P	P	P	P	P	P	P	P	P
School Credit (yes or No)	Y	Y	Y	N	N	N	N	Y	N	N	N	Y	Y
ESL Component (Yes or No)	N	N	N	Y	N	N	Y	N	N	Y	N	N	Y
Number of Centers & Homes	1	1	1	1	2	5	1	1	1	1	2	2	1
INSTRUCTIONAL PATTERNS													
CLASS													
Planned # of classes	3	21	4	5		6	5	6	6	2		10	15
Planned Frequency, (Meetings per week)	3	2	5	2.2		4.7	5	5	2.5	4		5	1
Planned Duration (Hours per class)	.8	.9	3.2	1.4		2.3	.7	.8	2	2		.9	1.5
Planned Hours Per Student Per Week (Frequency x Duration)	2.4	1.8	16	3		10.6	3.5	4.0	5	8		4.5	1.5
Planned Class Size	16	23	12	20		16	14	12	14	14		12	5
Planned Staff: Pupil Ratio	1:9	1:8	1:8	1:10		1:9	1:14	1:12	1:4	1:4		1:12	1:5
TUTORIALS													
Planned Frequency					2						1.5		
Planned Duration					1						1.3		
Planned Hours per Student Per week					2						1.9		

Table 8

SERVICE DELIVERY SYSTEM CHARACTERISTICS-ADULT PROJECT

	Project V	Project R	Project W	Project S	Project X	Project U	Project T	Project P	Project Q	Project O	Project N
SERVICE DELIVERY CHARACTERISTICS											
Predominant Form of Instruction (Class or Tutorial)	T	C	T	T	T	T	T	C	C	C	C
Staffing (Paid or Volunteer)	V	P	V	V	P	P	P	P	P	P	P
School Credit (Yes or No)	N	N	N	N	N	Y	N	N	N	N	N
ESL Component (Yes or No)	N	Y	N	N	N	N	N	Y	Y	Y	N
Number of Centers & Homes	23	3	25	16	27	40	1	1	6	3	8
INSTRUCTIONAL PATTERNS											
CLASS											
Planned # of Classes		4						7	6	6	8
Planned frequency (meetings per week)		4						5	1.7	2.5	1
Planned Duration (Hours per class)		1						3	5	1.8	2
Planned Hours per Student per week		4						15	8.8	4.4	2
Planned Class Size		10						20	7	5	5
Planned Staff: Pupil Ratio		1:10						1:20	1:7	1:5	1:5
TUTORIALS											
Planned Frequency	2		2	2	1.5	1.8	3				
Planned Duration	2		1.5	1.5	2	2	2.5				
Planned Hours per Student per week	4		3	3	3	3.5	7.5				

Classroom and Tutorial Activities

Direct observations were made of a sample of classes and tutoring sessions and recorded on the on-site observation forms. In order to put the findings in proper perspective, a full explanation of the items in the on-site instrument is necessary first. Basically, the guide facilitated the identification of instructional patterns, learning activities, etc., in the sessions observed. These items included the following major areas:

- Pattern of instruction--This refers to the basic structure identified as either: one-to-one tutoring, multiple one-to-one tutoring in a group setting, single group under direction of one teacher or tutor, or multiple groups with more than one teacher or tutor.

- Forms of Instruction--The form of instruction identifies the overall learning approach used, including the following possibilities: lectures with little or no student involvement, teacher-directed instruction with active student participation, independent work by students under teacher guidance or observation, and student group process with or without teacher involvement.

- Organizational Style--The classroom or tutorial process can be called either structured (i.e., highly structured, with formal relationships between students and teachers) or unstructured (i.e., less structured, with informal relationships between students and teachers).

- Instructional Activities Sequence--Instructional activities can be either: highly structured, with a pre-determined sequence of program activities, or less structured, with no precisely pre-planned sequence of activities.

- Content of Instruction--The content of instruction refers to specific content areas including: oral ESL, language arts (such as writing, spelling, grammar, vocabulary, definitions), reading development (i.e., specific instruction in reading), and school-oriented reading (i.e., instruction in reading as it relates to other school subjects). Since developmental reading was deemed to be the most important R2R goal, most of the specific data were collected on teaching methods and levels of instruction relative to this approach. Developmental reading methods were classified as follows: systematic phonics; applied phonics; sight reading (i.e., context clues but no phonics); and assisted reading (i.e., no specific method). The various levels of instruction were designated as: reading readiness; decoding or word recognition; structural analysis; and comprehension of materials ranging from the meaning of words to advanced study skills.

Given the above definitional framework, findings for the student projects are presented first while findings for the adult projects are presented second.

Student Projects

In general, the student projects represented a wide variety of approaches to the teaching of reading. There appeared to be little systematic relationship between the type of project and the nature of instructional activities. In the 11 classroom student projects, single group methods of instruction were used more frequently but multiple group methods were also used. In almost all cases, instruction was characterized as teacher directed, but in a few instances independent student work was the primary form. Organizational style included both structured and unstructured approaches, with variations of this nature more often a function of the teacher than of the project. With few exceptions, instructional activities were planned in advance. Variations in this area also appeared to be a function of the individual teacher rather than of the project. In terms of content, reading development was emphasized in all projects except for one, which emphasized reading directly related to the subject matter of existing regular classes. Additionally, many of these projects supplemented this activity with language arts instruction; oral ESL instruction was also clearly in evidence at the four projects serving Spanish surnamed students. In terms of reading methods, assisted reading approaches were most often used, but a few projects also used systematic or applied phonics methods. The levels of instruction varied from project to project but usually included multiple levels to accommodate the wide skill range of their students. Almost all projects included some form of basic reading comprehension instruction.

The two tutorial student projects utilized teacher directed instruction. Each of these projects was characterized as unstructured in its organizational style. The planning of activities included both structured and unstructured approaches, depending upon the views of the particular tutor. The content of instruction included not only developmental reading but language arts at both projects. One project utilized a combination of systematic phonics, applied phonics, and assisted reading, and the other utilized assisted reading only. As with the classroom projects, the levels of reading instruction varied according to the students' skill.

Adult Projects

As with the student projects, the adult projects also utilized a variety of instructional forms and learning approaches. All five of the adult projects used single group instruction. The form of instruction was primarily teacher directed, with two projects also using independent work by students. Organizational styles varied and included both structured and unstructured approaches. The sequence of activities also included both pre-planned and unstructured approaches. The content of instruction included both ESL and developmental reading at each of the four projects serving non-English speakers, while only developmental reading was emphasized at the fifth project which served English speakers. Developmental reading methods also varied and included sight reading, assisted reading, and phonic approaches. One project used only the "silent way" method for ESL instruction. The levels of reading instruction attempted varied greatly depending upon the level of student skills.

In the six tutorial adult projects, both teacher directed and independent student work were used. Organizational styles were for the most part unstructured; in most cases the sequence of learning activities was pre-planned. The content of instruction at each of these projects included both language arts and developmental reading. Methods included a variety of approaches with most projects using a combination of assisted reading and phonetics. As with all other projects, the levels of instruction varied according to individual skills.

In summary, the following conclusions can be drawn for both the student and adult projects:

- Single group classroom instruction and one-to-one tutoring were the two primary patterns of instruction.
- Teacher/tutor directed instruction and independent student work were the two primary forms of instruction.
- Organizational styles included both structured and unstructured approaches, usually depending on the particular instructor's style.
- The sequence of learning activities included both planned and unplanned approaches.
- Instructional content usually included a combination of developmental reading and language arts, with oral ESL instruction for non-English speaking students.
- The methods of reading instruction usually included a combination of approaches, with sight reading or assisted reading more frequently used than phonetic approaches.

- The levels of reading instruction varied from basic training for reading readiness to higher levels of comprehension based upon higher levels of student skill.

Development of Typologies

The above discussion provides evidence of the substantial variation in service delivery and instructional pattern mechanisms among both the student and adult projects. For the most part these variations were more the result of individual project decisions than of external factors such as regulations, available resources, etc. In analyzing these variations, however, certain general patterns emerge which are important to consider. Since one of the purposes of this study was to identify "successful" and "unsuccessful" program and service delivery characteristics, we attempted to develop meaningful distinctions between certain types of projects. This typology development should enable us to test variations in project performance. This development process was carried through by carefully identifying important service delivery characteristics and then analyzing the data to determine which projects contained similar characteristics. As a result of this process, three typologies were developed for the student projects and three for the adult projects. While the typologies provide us with only general and typical characteristics (with exceptions existing in each group) we believe that such grouping provides a valuable means of distinguishing between important program variations. We will conclude this chapter, therefore, with a presentation of the three student typologies followed by three adult typologies.

Student Project Type I

Five student projects have been classified as Type I, on the basis of the following characteristics:

- They all utilized scheduled classes.
- Instruction was provided during regular school hours.
- Paid professional staff provided most of the instruction, and many staff members were full-time employees of the delegate agency or public school system from which participants are recruited.
- School credit for participation was usually provided.
- Instruction took place at one or two locations, usually the colleges or schools participating in the project.
- Classes met anywhere from two to five times per week, basically for one class period, i.e., 45-50 minutes per session. Thus, students received as little as two hours of instruction per week and a much as 4½ hours.

- Participation was usually compulsory, based upon the local institution's decision to refer students to the project when their skills are below expectations.

In summary, this type of project was usually tightly integrated into the service structure of the delegate agency, and thus reflected existing organizational patterns which revolved around traditional classroom strategies. In effect, these Right to Read classes were very similar to regular class offerings, except that they served a group of students requiring remedial help.

Student Project Type II

Six student projects have been classified as Type II. While similar to Type I projects as scheduled classroom operations, they are not as fully integrated into regular school processes. Specifically, they had the following characteristics:

- They all utilized scheduled classes.
- Instruction was provided after regular school hours.
- Paid staff provided instruction. Instructors were either professionals, paid tutors, or work/study students.
- School credit for participation was usually not provided.
- Instruction usually took place at one or two centers, usually the delegate agency site(s).
- Classes ranged from 1 to 5 meetings per week, and anywhere from 1 to 5 hours per meeting. Thus, students receive from 1½ to 16 hours of instruction per week.
- Participation in the project was usually voluntary.

In summary, this typology is similar to Type I inasmuch as instruction was provided by paid staff in classroom settings, but significantly different inasmuch as classes met after school hours and participation was voluntary. This typology thus represents additional services provided to participants, not replacements for regular school operations as in Type I.

Student Project Type III

Two student projects have been classified as Type III, distinguishable primarily by their one-to-one tutorial structure. Specifically, they had the following characteristics:

- They utilized one-to-one tutorial instruction.
- Instruction was provided after school hours.
- Paid tutors provided instruction. Tutors were either professionals, work/study students, or college students.
- School credit for participation was not provided.
- Instruction took place at one or two centers.
- Sessions took place less often than in Types I and II, usually twice a week for 1 to 1½ hours per session. Thus, students received approximatly two hours of instruction per week.
- Participation in the project was voluntary.

In summary, this typology is similar to Type II inasmuch as instruction was provided after school and participation was voluntary. It is differentiated by the fact that instruction was one-to-one tutoring and students receive substantially less hours of instruction per week.

Adult Project Type I

Five adult projects have been classified as Type I. They ha the following characteristics:

- They all utilized scheduled classes.
- Paid professional staff provided the instruction.
- School credit was not provided.
- For the most part, instruction focused on learning to speak English, i.e., ESL as well as reading instruction. This was necessitated by the fact that these projects primarily served non-native English speaking populations.
- Instruction took place at a few local centers.
- Classes met anywhere from 1 to 5 times a week, from 1 to 5 hours per class. Thus, students received anywhere from 5 to 20 hours of instruction per week.
- Participation in the project was voluntary.

In summary, this typology was similar to Type II of the student projects, except that instruction focused on ESL as well as reading.

Adult Project Type II

Three adult projects have been classified as Type II. These projects had the following characteristics:

- They all utilized one-to-one tutorial instruction.
- Paid tutors were used to provide instruction.
- School credit was not provided.
- Instruction focused exclusively on reading, not on oral English.
- Instruction took place at numerous centers including tutor and tutee homes.
- Sessions met from 1½ to 3 times per week, for 2 to 2½ hours. Thus, students received from 3 to 7½ hours of instruction per week.
- Participation in the project was voluntary.

In summary, these projects can be characterized as one-to-one tutorial projects with instruction provided by paid tutors.

Adult Project Type III

Three projects were classified as Type III. These projects ha the following characteristics:

- They all utilized one-to-one tutorial instruction.
- Volunteer tutors were used to provide instruction.
- School credit was not provided.
- Instruction focused exclusively on reading, not on oral English.
- Instruction took place at numerous centers including tutor and tutee hoems.
- Sessions met two times a week for 1½ to 2 hours. Thus, students received from 3 to 4 hours of instruction per week.
- Participation in the project was voluntary.

In summary, these projects are similar to adult Type II, except that tutoring was provided by volunteers rather than paid staff.

CHAPTER V

ENROLLMENT & ATTENDANCE PATTERNS

A crucial determinant of the overall impact of the Community-Based Program is the projects' ability to serve a sufficient number of people and to insure that participants receive sufficient hours of instruction to generate significant reading improvement. In order to identify and interpret enrollment and attendance patterns, information was collected and a series of assessment measures were developed. These measures will be discussed in this chapter for descriptive purposes and will be used to analyze test results in Chapter X. Specifically, the following project measures were utilized:

- Cumulative Enrollment--This is defined as the total number of participants in a project from December 1, 1973, to May 31, 1974. (A student was considered a participant if we received any one evaluation measure, i.e., tests, data forms, or attendance data.)

- Continuees, Completers, and Terminees--The cumulative enrollments were categorized as continuees (i.e., anyone who was still participating as of May 31, 1974); completers (i.e., anyone who successfully completed the project); and terminees (i.e., anyone who withdrew or was dropped from the project). For purposes of analysis, continuees and completers have been combined since their participation can be considered a positive outcome while termination of participation must be considered a negative outcome.

- Monthly Attendance and Average Monthly Attendance--Monthly attendance is defined as the number of students who actually attend at least one class or tutorial each month under consideration. Average monthly attendance is the mean of the monthly attendance figures for December '73 through May '74.

- Average Weeks of Enrollment--This is defined as the number of weeks of participation starting from the date of enrollment and ending either May 31, 1974 or on the termination or completion date, whichever is sooner.

- Estimated Potential Hours of Instruction--This is defined as the average number of weeks of enrollment per student multiplied by the planned number of instructional hours per student per week. Thus, this figure represents the total average potential hours received and is an overestimate of actual hours since most students do not attend 100% of their sessions.

Given these definitions, Tables 9 through 11 present the findings for the student projects (which will be discussed first) and Tables 12 through 14 present the findings for the adult projects (which will be discussed second).

Student Projects

Cumulative Enrollment

The average cumulative enrollment for all 13 projects was 130 students, as indicated in Table 9. Extremely wide variations have been found to exist, with one project serving as many as 535 students and another serving only 32 students. (It should be noted that the largest project operates on a quarter basis, thus serving two groups of students during the six month evaluation period.)

These variations were assessed in relation to a number of programmatic factors in our attempt to identify causes for the distribution. The major factors considered were dollar resources and institutional support, service delivery strategies, project goals and orientations, and recruitment and selection approaches. Contrary to expectations, these variations cannot be substantially accounted for by available dollar resources, although the deployment of these resources does account for some variations. (This will be more fully discussed in a later chapter.). Variations are also not accounted for in terms of service delivery strategies. Contrary to expectations, projects that have larger than average class sizes and staff to pupil ratios do not necessarily serve more students than projects with small class size or tutorial programs.

Variations can be accounted for largely in terms of project policy and recruitment efforts. Projects seem to have basic goals on how many people to serve and then meet these goals (exclusive of resource constraints.) Moreover, recruitment strategies and the degree of mandatory participation determine how many students will actually enroll, since the projects tend to serve anyone who enrolls with no upper limits. Also, the nature of the delegate agency seems to have some bearing on the differences, with large projects usually closely aligned to the regular services of the delegate agency.

Average Monthly Attendance

The average monthly attendance for all 13 projects was 65 students, as indicated in Table 9. These monthly attendance figures are substantially below the figures for cumulative enrollment for 4 primary reasons:

First, most projects experienced a high rate of termination; second, many students who did not completely terminate were nevertheless absent for as much as a full month; third, many students joined the projects after the evaluation had already begun, thus inflating the cumulative totals; and fourth, some projects had semester breaks or were not in operation for several months, thus having no enrollment during these months. (The impact of termination is extremely significant and will be fully discussed in chapter X .)

In summary, almost all projects experienced declining attendance because terminations occurred at a faster rate than new enrollments. Attrition was thus a major factor in the determination of average monthly attendance.

Average Weeks of Enrollment

Table 10 shows the average weeks of enrollment for the cumulative population, for continuees/completers, and for terminees. As indicated earlier, these figures were computed by totalling the number of weeks between enrollment and May 31, which is an arbitrary cut-off date based on evaluation and not program requirements. Thus, the enrollment figure for the total population and continuee/completers are deflated since enrollment for these students may in fact continue through the summer and the following program year.

With this limitation in mind, we can say that the average weeks of enrollment for all projects was 23 weeks. As expected, the average weeks of enrollment for continuee/completers is higher than for terminees (26 to 17 weeks). Two projects have substantially higher average enrollment figures (46 and 31 weeks), indicating that they are especially capable of holding their students for more than one program year. Interestingly, the project with the 46 week average serves the fewest number of students, suggesting that their concentration is on stability instead of a large service effort.

Program structure and late start-up dates account for the relatively low figure for average weeks of enrollment. Three of the projects, with averages of 20 or below, did not start their programs until January or later and two projects (with averages of 14 and 17) operate on a quarter basis with many students only attending one or two quarters.

Hours of Instruction Received

Table 11 presents the estimated hours of instruction received for the cumulative population, continuees/completers, and terminees. The overall project average is 128 hours for all students; 149 hours for continuees/completers; and 103 hours for terminees. (As indicated earlier, this is an estimate of potential hours which is inflated due to absenteeism. Actual hours of instruction and their relationship to performance are discussed in Chapter X). On a project basis the variations are substantial: In three projects students potentially receive over 300 hours of instruction, while students in the other 10 projects receive less than 100 hours of instruction. Thus, in most projects, students receive less than 100 hours of instruction in a six month period--a point which is important to note, since prior research has suggested that a minimum of 100 hours of instruction is needed to generate substantially improved performance. Clearly, the variations among projects is due directly to varying lengths of enrollment and service delivery patterns with weekly hours of instruction ranging from 1½ to 16 hours.

Adult Projects

Cumulative Enrollment

The average cumulative enrollment for all 11 adult projects was 109, as indicated in Table 12. As in the student projects, wide variations existed, with one project serving over 200 students and another serving only 55 students. Systematic reasons for variations cannot be found in terms of resource availability or strategies of service delivery, although a combination of these and other factors must be responsible. For example: while the project serving the most students utilizes a classroom approach and actually does have the highest cash budget, the second largest project utilizes one-to-one tutorials and has only an average cash budget. Our data suggest, in other words, that enrollment sizes for adults as well as students tend to be more a function of project goals and recruiting effectiveness than a result of budgetary constraints or service delivery strategies.

Average Monthly Attendance

The average monthly attendance for all 11 projects is 51 students, as indicated in Table 12. The reasons these figures are substantially below cumulative totals are comparable to those mentioned for the student projects. For the most part, adult projects experienced declining attendance levels over the six month evaluation period as a result of attrition.

Average Weeks of Enrollment

Average weeks of enrollment for the cumulative population, for continuees/completers, and for terminees, are presented in Table 13. The average weeks of enrollment for all projects was 36 weeks. The average for continuees/completers was 40 weeks while the average for terminees was 23 weeks. The difference between terminees and continuees/completers is more substantial in these projects than in the student projects (a difference of 17 weeks), indicating that adults who do not terminate continue in the program for extended periods of time. They stay substantailly longer than student project participants, suggesting that their committment is more enduring; or that they require longer periods of instruction to accomplish their literacy goals; or that student projects are not set up to serve for an extended time.

Hours of Instruction Received

Table 14 presents the estimated hours of instruction received by the cumulative population, by continuees/completers, and by terminees. The overall project average is 184 hours for all students, 202 hours for continuees/completers, and 102 hours for terminees. On a project basis the variations are substantial: 3 projects provided over 300 hours of instruction, 4 projects provided between 100 and 160 hours of instruction, and 4 projects provided less than 100 hours of instruction. As with the student projects, these variations among projects can be traced to varying service delivery patterns, with hours of weekly instruction ranging from 15 to 2 hours.

In summary, the following conclusions can be drawn for both student and adult projects:

- Cumulative enrollments vary substantially among projects; these variations are due more to project goals and recruitment efforts than to resource constraints.

- Average monthly attendance is substantially less than cumulative enrollments due primarily to attrition and absenteeism.

- Average weeks of enrollment also vary among projects, with adults generally attending longer than students, and continuees and completers attending longer than terminees.

- Potential hours of instruction received also varies substantially among projects, with some projects delivering much more than 100 hours of instruction but more projects delivering less than 100 hours in the six month evaluation period.

Table 9

CUMULATIVE ENROLLMENT & AVERAGE ATTENDANCE PATTERNS for DECEMBER 1973 - MAY 1974

STUDENT PROJECTS	CUMULATIVE ENROLLMENT	AVERAGE (Dec-May) MONTHLY ATTENDANCE	MONTHLY ATTENDANCE					
			D	J	F	M	A	M
Project A	71	33	(2) ☒	50	50	51	48	☒
Project B	535	170	☒	338	332	☒	183	170
Project C	51	34	40	40	35	33	29	27
Project D	72	27	☒	☒	48	48	32	32
Project E	99	62	72	69	70	61	56	46
Project F	132	71	82	69	74	70	71	61
Project G(1)	93	51	☒	☒	71	110	78	44
Project H	119	53	48	49	☒	71	76	72
Project I	120	61	76	65	65	56	58	44
Project J	32	28	27	28	29	29	27	26
Project K(1)	123	100	85	94	111	105	100	81
Project L	150	94	☒	117	113	115	110	107
Project M	91	61	66	62	66	59	55	56
PROJECT MEAN	130	65						

1. *Project G & Project K figures include Adult components.*

[illegible] break or late start-

Table 10

AVERAGE WEEKS OF ENROLLMENT FOR PARTICIPANTS

STUDENT PROJECTS	AVERAGE WEEKS OF ENROLLMENT FOR TOTAL POPULATION	AVERAGE WEEKS OF ENROLLMENT FOR CONTINUEES & COMPLETERS	AVERAGE WEEKS OF ENROLLMENT FOR TERMINEES
Project A	27	30	16
Project B (1)	14	14	
Project C	24	27	17
Project D	17	19	4
Project E	28	33	21
Project F	31	28	37
Project G	10	15	5
Project H	20	21	18
Project I	17	23	13
Project J	46	49	29
Project K	29	33	19
Project L	16	21	5
Project M	26	31	15
PROJECT MEAN	23 (1560)	26 (1184)	17 (376)

(1) No terminations response.

Table 11

ESTIMATED POTENTIAL HOURS OF INSTRUCTION RECEIVED PER STUDENT BETWEEN DATE OF ENROLLMENT - MAY 31, 1974

STUDENT PROJECTS	ESTIMATED AVERAGE HOURS RECEIVED PER STUDENT for TOTAL POPULATION	ESTIMATED AVERAGE HOURS RECEIVED PER STUDENT for CONTINUEES and COMPLETERS	ESTIMATED AVERAGE HOURS RECEIVED PER STUDENT for TERMINEES
Project A	65	72	38
Project B	25	49	--
Project C	384	432	272
Project D	51	57	12
Project E	56	66	42
Project F	329	297	392
Project G	60	90	30
Project H	76	80	68
Project I	85	115	65
Project J	368	472	232
Project K	55	63	36
Project L	72	95	23
Project M	39	47	23
PROJECT MEAN	128	149	103

Table 12

CUMULATIVE ENROLLMENT & AVERAGE ATTENDANCE PATTERNS FOR DECEMBER 1973—MAY 1974

ADULT PROJECTS	CUMULATIVE ENROLLMENT	AVERAGE MONTHLY ATTENDANCE	MONTHLY ATTENDANCE					
			D	J	F	M	A	M
Project N	55	34	40	37	34	41	28	23
Project O	121	50	46	37	31	61	56	69
Project P	227	115	104	100	102	126	122	135
Project Q	72	42	48	40	41	37	41	43
Project R	136	30	54	39	33	32	11	13
Project S	46	22	26	23	20	20	21	21
Project T	53	32	42	35	30	29	26	30
Project U	80	35	44	43	34	34	28	27
Project V	182	91	105	93	90	90	82	88
Project W	115	57	54	63	67	59	52	47
Project X	111	54	49	69	55	53	51	46
PROJECT MEAN	109	51						

BEST COPY AVAILABLE

Table 13

AVERAGE WEEKS OF ENROLLMENT FOR PARTICIPANTS

ADULT PROJECTS	AVERAGE WEEKS OF ENROLLMENT FOR TOTAL POPULATION	AVERAGE WEEKS OF ENROLLMENT FOR CONTINUEES & COMPLETERS	AVERAGE WEEKS OF ENROLLMENT FOR TERMINEES
Project N	34	37	29
Project O	17	18	16
Project P	21	22	16
Project Q	47	47	--
Project R	23	36	20
Project S	53	66	25
Project T	60	66	44
Project U	22	27	17
Project V	30	32	11
Project W	49	52	42
Project X	34	35	31
PROJECT MEAN	36 (942)	40 (619)	23 (323)

Table 14

ESTIMATED HOURS OF INSTRUCTION RECEIVED PER STUDENT BETWEEN DATE OF ENROLLMENT-MAY 31,1974

ADULT PROJECTS	ESTIMATED AVERAGE HOURS RECEIVED PER STUDENT for TOTAL POPULATION	ESTIMATED AVERAGE HOURS RECEIVED PER STUDENT for CONTINUEES & COMPLETERS	ESTIMATED AVERAGE HOURS RECEIVED PER STUDENT for TERMINEES
Project N	68	74	58
Project O	75	79	70
Project P	315	330	240
Project Q	414	414	--
Project R	92	144	80
Project S	159	198	75
Project T	450	495	330
Project U	77	95	60
Project V	120	128	44
Project W	147	156	126
Project X	102	105	93
PROJECT MEAN	184	202	102

CHAPTER VI

BUDGET & COST/SERVICE PATTERNS

The purpose of this section is to discuss the financial resources of the projects and then compare these resources to the services delivered in order to identify varying rates of efficiency. As in the previous two chapters, these data are presented for purposes of descriptive assessment only; the full relationships between cost and outcome will be discussed in Chapter 10. A series of budget/resource measures and service measures were used to make these comparisons. These included the following:

- R2R Budget, Other Cash & Total Budget--The R2R budget is the FY 74 grant; other cash represents dollar resources obtained from non-federal sources; the total budget is the sum of these two figures.

- In-Kind Contributions--In-Kind Contributions represent non-cash resources provided primarily by the delegate agency. While in many cases these resources comprise substantial and important parts of real operating costs, it proved to be beyond the scope of this study to obtain comparable dollar equivalents for all the projects since each project uses different accounting principles to assign dollar values. Accordingly, in-kind contributions have been placed in two categories--above $10,000 received and below $10,000 received. Because of the nature of this information, it is not included in total budget amounts.

- Cost Per Student--These measures encompass two approaches. The first compares six month budgets to cumulative enrollment while the second compares one month budgets to average monthly attendance. Monthly budgets were established by dividing the total budget by the number of months of operation. These two measures thus estimate (1) the average cost of serving each student enrolled for six months, and (2) the average cost of serving each attending student for one month.

- Cost Per Hour of Instruction--In order to account for both student and instructional hours, the cost per instructional hour was computed. This measure compares the monthly budget to the potential hours of instruction delivered. The latter figure is defined as planned hours of weekly instruction per student times 4.3 weeks times average monthly attendance.

These figures are estimates and must be viewed in terms of the following considerations. First, that only budget data and not actual expenses have been used, on the reasonable assumption that projects spend their full resources. Second, that monthly budget estimates do not take into account varying levels of monthly expenditures, since it is reasonable to assume that monthly rates of expenditure are similar. Third, that an average cost per student does not fully reflect the actual differential costs of serving a continuing student by contrast to a student who attends infrequently or terminates early. (Cumulative enrollment measures are included, however, since there is a real cost involved in serving anyone who enrolls, even if full instruction is not provided.) Fourth, that cost per student data is not a complete measure of efficiency since hours of instruction delivered is not taken into account (e.g., projects could have the same cost per student, yet different levels of instruction received).

Given these definitions, Tables 15 through 17 present the data for the student projects discussed first, and Tables 18 through 20 present the data for the adult projects, discussed second.

Student Projects

Budget Comparison

The average R2R grant for the 13 student projects is $45,220, with limited variations ranging from $30,000 to $63,820. Only one project received additional cash contributions, resulting in an average total budget of $45,336. The average project utilizes 74% of its budget for personnel costs, leaving 26% for materials, supplies, travel, rent, etc. Substantial variations in this kind of resource allocation do exist, with one project using 90% of its dollars for personnel and another using only 45%.

Most of the projects received a substantial amount of in-kind contributions, with eight projects receiving over $10,000 and five receiving less than $10,000. In-kind contributions primarily cover costs such as parts of staff salaries, rent, materials, and equipment. In most projects, these institutional contributions are an integral part of project resources, and without them the R2R grant would have limited leverage and impact in terms of the level of service available.

Cost Per Student

The average cost per student for a six month period is $309, with substantial variations ranging from $42 to $654. On a monthly basis, the average cost per student is $90, with a low of $22 and a high of $163. As indicated, earlier, cost per student figures should be expected to vary substantially since the varying amounts of instruction from project to project have not been taken into account. (It should also be noted that the monthly cost per student is not 1/6th of the six month cost, since monthly attendance figures are lower than actual enrollment due to absenteeism and attrition.)

Cost Per Hour

The average cost per hour is $5.80, with substantial variations ranging from $1.37 to $14.66. Thus, when the numbers of students and hours delivered are taken into account, projects demonstrate a wide range of efficiency defined in these terms. Moreover, while it was beyond the scope of this study to fully analyze varying efficiency rates (particularly in their relationship to differential salary rates), some general conclusions can nevertheless be made. First, as suggested earlier, different service delivery strategies do not account for different efficiency rates, i.e., projects with larger staff/pupil ratios are not necessarily less expensive than those with smaller ratios. Efficiency seems to be more closely related to the deployment of personnel. Specifically, projects which maximize the actual teaching time of their full-time or part-time staff are capable of delivering more instructional hours per dollar, thus resulting in more efficient operations defined in these limited terms. One should not conclude, however, that a more efficient project is necessarily a more effective project, since only performance is a true measure of outcome, not the quantity of services delivered.

Adult Projects

Budget Comparisons

The average R2R grant for the 11 adult projects is $48,509, with substantial variations ranging from $28,000 to $99,764. Four projects received additional cash contributions, with one receiving $67,000. Thus, taking this into account, we find that the average total budget for the 11 projects is $56,655.

The average project uses 72% of its budget for personnel, with limited variations ranging from 57% to 88%. Four projects received more than $10,000 of in-kind contributions while seven received less than $10,000 of such contributions. For the most part, the amount of in-kind contributions varies according to the type of delegate agency, with universities and public institutions providing more in-kind resources than community organizations. This should not be surprising since community organizations with limited funds must rely on R2R and other grants to cover expenses and are less capable of utilizing federal monies as a leverage to obtain free services.

Cost Per Student

The average cost per student for a six month period is $303, with variations ranging from $191 to $543. On a monthly basis, the average cost per student is $114, with a high of $277 and a low of $64.

Cost Per Hour

The average cost per hour is $6.82, with substantial variations ranging from $1.31 to $16.11. It is important to note that volunteer tutoring projects (as may be expected) do not necessarily cost less than projects staffed by paid instructors. For example: the most efficient project was found to use a paid staff and a classroom strategy, while one of the tutorial projects staffed by volunteers was found to have a lower than average efficiency ratio. As with the student projects, the efficiency of the projects is thus more a function of the deployment of resources than of a particular service delivery strategy.

In summary, the following conclusions can be drawn for both student and adult projects:

- The average R2R grant for both the student and adult projects is approximately $47,000. Student projects rarely receive additional non-federal monies, but generally receive substantial in-kind contributions. Adult projects are most likely to receive non-federal monies, but generally receive less in-kind contributions. Community organizations, operating student or adult projects, do not receive as many in-kind contributions as college and university operated projects.

- Both student and adult projects spend approximately 73% of their monies for personnel, although substantial variations do exist, particularly among student projects.

- Cost per student and cost per hour of instruction vary substantially among both student and adult projects, with student projects generally costing less than adult projects, on a cost per hour basis. These variations in efficiency are hard to account for in systematic terms, but generally seem to relate to the deployment of staff time and not to varying service delivery strategies.

Table 15

BUDGET ANALYSIS

BEST COPY AVAILABLE

Notation: [1] *Defined by*
1=less than
Estimated $10,000
2=more than
Estimated $10,000

STUDENT PROJECT	R2R BUDGET	OTHER CASH	TOTAL BUDGET	% PERSONNEL OF TOTAL BUDGET	IN KIND CONTRIBUTIONS[1]
Project A	45,000		45,000	76%	2
Project B	45,000		45,000	77%	2
Project C	50,000		50,000	81%	1
Project D	40,000		40,000	83%	2
Project E	55,621		55,621	78%	1
Project F	50,000		50,000	88%	2
Project G	63,820		63,820	79%	2
Project H	50,000		50,000	48%	2
Project I	50,000		50,000	73%	2
Project J	29,087	1,500	30,587	49%	1
Project K	35,000		35,000	80%	1
Project L	30,000		30,000	90%	1
Project M	44,336		44,336	45%	2
PROJECT MEAN	45,220	--	45,336	74%	

Table 16

COST PER STUDENT ON 6 MONTH & MONTHLY BASIS

BEST COPY AVAILABLE

STUDENT PROJECTS	ESTIMATED 6 1) MONTH COST PER STUDENT	ESTIMATED 2) MONTHLY COST PER STUDENT	FORM OF INSTRUCTION	STAFF:PUPIL RATIO
Project A	$423	$152	C	1:9
Project B	42	22	C	1:8
Project C	654	163	C	1:8
Project D	278	123	C	1:10
Project E	281	75	T	
Project F	189	59	C	1:9
Project G	457	139	C	1:10
Project H	280	105	C	1:12
Project I	208	68	C	1:4
Project J	637	121	C	1:4
Project K	142	29	T	
Project L	100	27	C	1:12
Project M	325	81	C	1:5
PROJECT MEAN	309	90		

Notation: 1) Defined as 6 month budget ÷ cumulative enrollment. 2) Defined as 1 month budget ÷ avg. monthly attendance

Table 17

COST PER POTENTIAL HOURS OF INSTRUCTION RECEIVED

BEST COPY AVAILABLE

STUDENT PROJECTS	1) COST PER HOUR RECEIVED	FORM OF INSTRUCTION	STAFF:PUPIL RATIO		
Project A	$14.66	C	1:9		
Project B	2.85	C	1:8		
Project C	2.38	C	1:8		
Project D	9.58	C	1:10		
Project E	8.70	T			
Project F	1.29	C	1:9		
Project G	5.39	C	1:10		
Project H	6.42	C	1:12		
Project I	3.18	C	1:4		
Project J	3.53	C	1:4		
Project K	3.57	T			
Project L	1.37	C	1:12		
Project M	12.53	C	1:5		
PROJECT MEAN	5.80				

Defined a monthly budget ÷ planned hours of instruction per week x 4.3 wks x average monthly attendance.

Table 18

BUDGET ANALYSIS

ADULT PROJECTS	R2R BUDGET	OTHER CASH	TOTAL BUDGET	% PERSONNEL OF TOTAL BUDGET	IN-KIND CONTRIBUTIONS[1]
Project N	28,000		28,000	77%	1
Project O	50,000		50,000	78%	2
Project P	50,000	67,000	117,000	88%	2
Project Q	40,000		40,000	70%	1
Project R	99,746		99,746	76%	2
Project S	50,000		50,000	88%	1
Project T	43,760		43,760	57%	2
Project U	45,000		45,000	85%	1
Project V	37,100	15,150	52,150	68%	1
Project W	40,000	6,587	46,587	84%	1
Project X	50,000	960	50,960	82%	1
PROJECT MEAN	48,509	8,154	56,655	72%	

NOTATIONS: [1] *Defined by 1=less than Estimated $10,000 2=more than Estimated $10,000*

BEST COPY AVAILABLE

Table 19
COST PER STUDENT ON 6 MONTH & MONTHLY BASIS

ADULT PROJECTS		ESTIMATED 6 1) MONTH COST PER STUDENT	ESTIMATED 2) MONTHLY COST PER STUDENT	FORM OF INSTRUCTION	STAFF:PUPIL RATIO
Project N		255	69	C	1:5
Project O		225	91	C	1:5
Project P		256	85	C	1:20
Project Q		278	79	C	1:7
Project R		367	277	C	1:10
Project S		543	189	T	
Project T		413	114	T	
Project U		375	143	T	
Project V		191	64	T	
Project W		203	68	T	
Project X		230	79	T	
PROJECT MEAN		303	114		

Notation: 1) *Defined as 6 month budget ÷ cumulative enrollment*
2) *Defined as 1 month budget ÷ average monthly attendance*

Table 20
COST PER POTENTIAL HOURS OF INSTRUCTION RECEIVED

ADULT PROJECTS	COST PER HOUR	FORM OF INSTRUCTION	STAFF:PUPIL RATIO		
Project N	$ 7.99	C	1:5		
Project O	4.80	C	1:5		
Project P	1.31	C	1:20		
Project Q	2.10	C	1:7		
Project R	16.11	C	1:10		
Project S	14.67	T			
Project T	3.53	T			
Project U	9.47	T			
Project V	3.70	T			
Project W	5.28	T			
Project X	6.09	T			
PROJECT MEAN	6.82				

Notation: 1) Defined a monthly budget ÷ planned hours of instruction per week x 4.3 wks x average monthly attendance.

CHAPTER VII

TARGET POPULATION CHARACTERISTICS

In this chapter we will present descriptive findings on the demographic and personal characteristics of project participants. This data, which was collected from the student data forms, includes information on sex, ethnicity, age, grade status, native language, English language skill (for those participants whose native language is not English), and the reasons for enrolling in the program.

Information about the student projects is discussed first and is presented in Tables 21-26; information about the adult projects is discussed second and is presented in Tables 27-33.

These tables are organized in a frequency distribution format giving 1) percentages for each characteristic by individual project, and 2) overall means for the projects, i.e., means of project percentages and overall means for the participant population, i.e., weighted means.

Our discussion will be limited to individual project percentages and overall percentage means for the participant population, since these are considered representative of the total Right to Read community-based population.

Student Projects

Sex Distribution

In total, the profile served a relatively equivalent percent of males (52.5%) and females (47.5%). Variations did exist somewhat on an individual project basis, to the extent that four projects served a higher proportion of males (ranging from 55% to 75%) while three projects served a higher percentage of females (ranging from 58% to 62%). There appear to be no systematic reasons for these variations, which were usually due to unique characteristics of individual projects (such as recruitment sources--like a Catholic high school--which may have only males or females, or a special incentive--like a boys' basketball team--which is more appealing to one sex than another).

Ethnic Distribution

Blacks accounted for 64% of the total sample population, followed by whites (18%), Spanish surnamed (15%), and others such as American Indians, Asians, and so on (3%). Six projects primarily served blacks, with five of them serving blacks almost exclusively; three projects primarily served whites; and four projects primarily served Spanish surnamed people. Thus, almost every project concentrated on serving only one particular ethnic population, reflecting the nature of either the institution or the community being served.

Age Distribution

Twelve percent of the student population was under age 14, 33% were between 14 and 16, 32% were between 17 and 20, 19% were between 21 and 33, and 4% were older than 33. Three projects served a majority of students less than 14 years old; five projects served a majority of students between 14 and 16 years old; and the remaining projects served students with a broader age range.

Grade Completion Status

The ages of the student participants in all of the projects were primarily a function of the grade levels the projects were designed to serve. For the most part, projects concentrate on serving an exclusive group of either college, high school, junior high, or elementary school students. In total 1.7% of the students were below third grade, 7.3% were between third and sixth grades, 28.7% were between seventh and eighth grades, 18.4% were between ninth and twelfth grades, and 43.9% were above twelfth (i.e., in college). On an individual project basis, four projects served primarily college students--usually freshmen; three projects served primarily high school students; five projects serve primarily junior high students; and one project served a broad range of elementary through junior high students.

Native Language

Native English speakers accounted for 87% of the total population, followed by native Spanish speakers accounting for 12%, and all other languages accounting for 1%. On an individual project basis, 10 projects served primarily native English speakers, and three projects served primarily native Spanish speakers.

English Language Skills of Non-Native English Speakers--In order to identify the English skills of non-native English speakers at the time of enrollment, two questions were asked to determine students' fluency in spoken English and their ability to read their native language. In terms of English fluency, 83% of this group said they were fluent in spoken English and 17% said they were not. 81% of this group said they could read their native language and 19% said they could not. These findings suggest that the non-native English speakers had relatively advanced skills, and even though their initial language was not English, most of them had command of spoken English and the capability to read their own languages, thus suggesting that the transferability of these skills would make it easier for them to learn to read English than for those not fluent in English and not literate in their own language.

Reasons for Enrollment

Students were asked to check one or more reasons explaining their enrollment in the project. These reasons included: "Counselor (teacher, parents, parole officer, etc.) said that I should enroll"; "Want to learn to read (or read better)." (Under the second reason a series of sub-items were identified, including "do better in school," "handle life situations better," "get a job," or "other.") Multiple responses were allowed, resulting in the following: 34% of the students answered "counselor suggested" as a reason, 72% answered "want to learn to read"; 45% answered "do better in school", 22% answered "handle life situations better," 20% answered "get a job," and 7% gave other reasons. These findings suggest the following:

In general, more students perceived their participation as voluntary than as the result of an external decision made by some third party, as indicated by the fact that more than twice as many students checked "I want to learn to read" than "counselor suggested." On an individual project basis, however, five projects had more than a majority of their students answering "counselor suggested", clearly indicating that these projects had either mandatory participation requirements or strong external influences on the students' decision to participate. On the other hand, even in these five projects, a majority of the students also checked "I want to learn to read", indicating that even if participation was mandatory, they recognized the need to learn to read as their primary goal.

Secondly, of those students who checked any of the sub-items, "do better in school" was answered twice as often as any other item, indicating that the students perceived improved reading capability as a direct and necessary means to accomplish school related objectives.

Adult Projects

In total, the projects had substantially more women (58%) than men (42%). On an individual project basis, seven projects served more women than men and three projects served more men than women. While we have no definitive data indicating why this distribution existed, several theories can be suggested: First, adult women generally have more free time than men since women participate less often in the labor market. Second, women are currently being encouraged to upgrade their skills in an effort to equalize their position in society. Third, women may have less resistance than men to admitting that they are illiterate or functionally illiterate. Fourth, as women move into jobs and acquire more work responsibility, the necessity to read becomes more apparent and important.

Ethnic Distribution

Spanish surnamed adults accounted for 47% of the total sample population, followed by whites (21%), blacks (21%), and American Indians, Asians, and other minorities (11%). Five projects served a majority of Spanish adults; three projects served a majority of whites, while two projects served a majority of blacks, and one project served Indians exclusively. Thus, as with the student projects, most adult projects concentrated on serving one particular ethnic group reflecting either the nature of the institution or the ethnic makeup of the community.

Age Distribution

42% of the adult population was 34 years of age or older, 35% were between 21 and 34, 17% were between 17 and 21, and 6% were under 17. It is important to note that a high percentage of the participants fell in the above 34 category, since traditionally educational and social service programs have found it difficult to attract older clients. Moreover, from the participants' standpoint, it suggests that they were not fatalistic and still believed that they could overcome their handicaps even if they had not been in an educational setting for many years.

Grade Completion Status

50% of the adults had completed less than three years of U.S. schooling; 13% had completed between third and sixth grades; 12% had completed between seventh and eighth grades; 20% had completed between ninth and eleventh grades; and 6% had completed high school. Thus, most adults had not attended U.S. schools for a significant length of time. Those who had less than three years were the Spanish surnamed adults who had come to the U.S. after their youth. The other groups represented primarily black and white adults who attended U.S.

schools through junior high, but remained either functionally illiterate or completely illiterate. In effect, then, the adult projects were serving two distinct groups with separate problems, the first being those who had no U.S. schooling and for the most part could not read nor speak English and the second being native Americans who had attended at least some U.S. schooling but failed to learn to read.

Native Language

The above conclusions are supported by the distribution of the students' native language. Spanish accounted for 45%, English for 43%,and American Indian, Chinese, and other languages for 12%. On an individual project basis, over 60% of the population were native Spanish speakers in three projects, and 60% of the population were native English speakers in four projects. The remaining three served a closer distribution of English and Spanish speakers.

English Language Skills of Non-Native English Speakers--

Of the non-native English speakers, only 18% were fluent in spoken English and 82% were not. 80% were literate in their own language and 20% were not. This was an extremely important finding in terms of the goals and nature of the adult projects. In effect, those projects serving non-native English speakers were dealing more with an oral language problem than with a reading or literacy problem since their participants are literate in their own tongue but had not yet learned the English language. Thus, as indicated in Chapter 4, these projects must concentrate on oral ESL instruction prior to or simultaneous with reading instruction. Moreover, it may be hypothesized that once the English speaking barrier is removed, learning to read English may be an easier task, since literacy can be transferred instead of being learned for the first time.

Reasons for Enrollment

88% of the adults checked "want to learn to read" as their primary reason for enrolling while 14% checked "counsellor suggested enrollment." Thus, an overwhelming majority of adults s their participation as voluntary and not the result of external influence or pressure. Being able to read was seen as a vehicle for "handling life situations better" by 49% of the adults; for "getting a job" by 42% of the adults; and for "doing better in school" by 20% of the adults. Thus, as expected, most adults perceived reading improvement as a means of obtaining specific functional goals vis a vis educational goals.

Employment Status

Finally, the employment status of the adults was identified, which was not computed for the student projects since most of them are full-time students and employability is not a relevant issue during their school years. 45% of the adults were unemployed; 8% worked under 20 hours a week; and 47% worked over 20 hours a week. Thus, an extremely large percentage of the adults were unemployed, indicating the major difficulties illiterates have in participating in the labor market. On a project basis, five projects had over 50% of their participants in the unemployed category. While we do not have complete data on the reasons for unemployment, the following hypotheses are suggested: First, many of the women in the projects may not have been actively seeking jobs; second and more relevantly, many men and women who were actually seeking jobs cannot find them because they could neither read and/or speak English. Thus, illiteracy clearly proves to be a major barrier to economic self-sufficiency.

In summary, the following key conclusions can be made regarding the demographic and personal characteristics of both the student project and adult project participants:

- The student projects served an equivalent number of males and females, while the adult projects served more females. Thus, adult men were more difficult to recruit into a voluntary literacy program such as R2R than were women.

- Blacks were the primary ethnic group served by the student projects, followed by whites and Spanish surnamed individuals, while Spanish surnamed people were the primary ethnic group served by the adult projects, followed by an equal number of blacks and whites. Thus, the Right to Read program was concentrating on serving ethnic minorities who were either not learning to read in the school system, or who were non-native Americans having limited or non-existent English speaking skills.

- Student projects primarily served people between 14 and 21 years of age who were in junior high, senior high, or college, while adult projects are primarily serving people 21 years and older with a substantial percentage over 34 years, who either had no U.S. schooling or who had completed junior high.

- Student projects primarily served native English speakers, while adult projects served an equal number of native English speakers and native Spanish speakers. The native Spanish speakers in the student projects were generally fluent in spoken English and literate in Spanish; the native Spanish speakers in the adult projects were generally not fluent in spoken English but were literate in Spanish.

Thus, adult projects must concentrate on oral ESL as well as reading--while the student projects can concentrate completely on reading.

- Both the students and adults perceived their participation as voluntary. The students primarily saw reading as a means for achieving school related goals, while adults primarily saw reading as a means for achieving functional goals such as getting a job or improving one's life situation.
- Finally, almost 50% of the adults were unemployed, suggesting that illiteracy is a major barrier to entering the labor force.

Table 21
DISTRIBUTION OF PARTICIPANT SEX & ETHNICITY

STUDENT PROJECTS	SEX		ETHNICITY					
	%Male	%Female	%Black	%White	%Spanish	%American Indian	%Asian	%Other
Project A	47.8	52.2	97.1	2.9				
Project B	50.2	49.8	99.3	0.2		0.2	0.2	
Project C	47.9	52.1		4.0	88.0		4.0	4.0
Project D	61.4	38.6	10.1	75.4	14.5			
Project E	50.0	50.0	30.6	62.2	1.0	5.1	1.0	
Project F	78.7	21.3	100.0					
Project G	59.6	40.4	1.0	12.0	87.0			
Project H	52.1	47.9	100.0					
Project I	38.5	61.5	68.4	21.1	5.3			5.2
Project J	40.6	59.4			100.0			
Project K	47.7	52.3	93.6			.9		5.5
Project L	61.7	38.3	6.7	91.6		1.7		
Project M	42.5	57.5	1.3	12.7	77.2			8.9
PROJECT MEAN	52.2	47.8	46.8	21.7	28.7	0.6	0.4	1.8
POPULATION MEAN	52.5(788)	47.5(713)	64.4(976)	18.0(272)	15.4(233)	0.6(9)	0.3(4)	1.4(21)

Table 22

DISTRIBUTION OF PARTICIPANT AGE AS OF JANUARY 1, 1974

STUDENT PROJECTS	% < 14	%14 < 17	%17 < 21	%21 < 34	% ≥ 34
Project A			65.7	30.0	4.3
Project B			49.2	43.6	7.1
Project C			85.7	12.2	2.0
Project D		1.5	34.3	44.8	19.4
Project E	61.5	30.2	4.2	3.1	1.0
Project F	79.5	15.4	2.6	1.3	1.3
Project G	2.3	92.0	5.7		
Project H	0.9	98.3		0.9	
Project I	3.7	50.5	38.3	5.6	1.8
Project J		18.8	81.3		
Project K	3.1	52.0	40.8	1.0	3.1
Project L		100.0			
Project M	65.5	30.9	3.6		
PROJECT MEAN	16.7	37.7	31.7	11.0	3.1
POPULATION MEAN	11.7(167)	33.3(476)	32.1(459)	19.0(271)	4.0(57)

Table 23

DISTRIBUTION OF HIGHEST GRADE COMPLETED IN U.S. AT TIME OF ENROLLMENT

STUDENT PROJECTS	% 3	%3 7	%7 9	%9 12	% 12
Project A			1.4	4.3	94.2
Project B				1.3	98.7
Project C				4.0	96.0
Project D		1.7	1.7	13.5	83.1
Project E	1.1	48.4	39.8	7.5	3.2
Project F	25.3	44.8	17.2	12.6	
Project G			100.0		
Project H			73.7	25.4	0.8
Project I	1.9	5.8	21.2	64.4	6.7
Project J			96.9	3.1	
Project K		1.0	8.2	87.8	3.1
Project L			97.3	2.7	
Project M		21.1	66.6	12.3	
PROJECT MEAN	2.2	9.4	40.3	18.4	29.7
POPULATION MEAN	1.7(24)	7.3(104)	28.7(406)	18.4(261)	43.9(621)

Table 24

DISTRIBUTION OF PARTICIPANT NATIVE LANGUAGE

STUDENT PROJECTS	%English	%Spanish	%American Indian	%Chinese	%Other
Project A	[illegible]0.0				
Project B	99.8				0.2
Project C	18.0	78.0		2.0	2.0
Project D	83.1	15.4		1.5	
Project E	98.9	1.1			
Project F	100.0				
Project G	65.9	34.1			
Project H	99.1				0.9
Project I	91.2	3.5			5.3
Project J	6.3	93.8			
Project K	95.9				4.1
Project L	100.0				
Project M	15.6	84.4			
PROJECT MEAN	74.9	23.9	0	0.3	0.9
POPULATION MEAN	87.0(1305)	11.9(180)	0	0.1(2)	0.8(13)

Table 25

ENGLISH LANGUAGE SKILLS AT TIME OF ENROLLMENT

(IF NATIVE LANGUAGE IS NOT ENGLISH)

STUDENT PROJECTS	FLUENT IN SPOKEN ENGLISH		ABLE TO READ NATIVE LANGUAGE	
	% YES	% NO	% YES	% NO
Project A				
Project B		100.0	100.0	
Project C	100.0		71.8	28.2
Project D	20.0	80.0	77.8	22.2
Project E				100.0
Project F				
Project G	45.2	54.8	96.6	3.4
Project H	100.0			100.0
Project I	80.0	20.0	62.5	37.5
Project J	96.4	3.3	86.7	13.3
Project K	100.0		100.0	
Project L				
Project M	93.4	6.6	81.0	19.0
PROJECT MEAN	79.4	20.6	84.5	15.5
POPULATION MEAN	82.5(156)	17.5(33)	81.0(145)	19.0(34)

BEST COPY AVAILABLE

Table 26

DISTRIBUTION OF REASONS GIVEN FOR ENROLLING IN THE PROJECT

STUDENT PROJECTS	Counselor Suggested Enrollment	Want to Learn to Read	Do Better In School	Handle Life Situations Better	Get a Job	Other Reasons
Project A	74.3	70.0	58.6	1.4	5.7	1.4
Project B	17.0	86.5	30.5	38.8	34.8	5.8
Project C	62.7	45.1	31.4	9.8	15.7	3.9
Project D	6.9	94.4	43.1	30.6	9.7	20.8
Project E	68.4	74.5	63.3	6.1	4.1	2.0
Project F	73.0	56.8	55.9	23.4	1.8	
Project G	8.7	98.9	92.4	66.3	65.2	43.5
Project H	24.6	40.7	30.5	6.8	16.1	10.2
Project I	28.3	75.0	56.7	6.7	11.7	
Project J	3.1	84.4	68.8	6.3		9.4
Project K	71.0	43.9	39.3	0.9	1.9	2.8
Project L	34.7	58.0	42.0	2.7	5.3	
Project M	20.0	61.1	47.8	21.1	22.2	3.3
PROJECT MEAN	37.9	68.4	50.8	17.0	14.9	7.8
POPULATION MEAN	33.9(534)	71.3(1124)	45.2(713)	21.8(344)	19.7(310)	6.8(108)

Table 27
DISTRIBUTION OF PARTICIPANT SEX & ETHNICITY

ADULT PROJECTS	SEX		ETHNICITY					
	%Male	%Female	%Black	%White	%Spanish	%American Indian	%Asian	%Other
Project N	54.5	45.5	3.7	96.3				
Project O	33.6	66.4	9.2	7.6	69.7		3.4	10.1
Project P	42.6	57.4	0.5	1.9	96.1		0.5	1.0
Project Q	39.2	60.8				100.0		
Project R	52.8	47.2	3.1	9.4	87.5			
Project S	55.9	44.1	36.1	58.3	5.6			
Project T	51.9	48.1	13.5	34.6	51.9			
Project U	43.9	56.1		75.4	5.8		7.2	11.6
Project V	32.6	67.4	92.4	7.6				
Project W	42.9	57.1	67.0	11.7			1.9	19.4
Project X	42.0	58.0	1.1	31.8	50.0	11.4	1.1	4.5
Project K (Adult Component)	44.4	55.6	94.4	5.6				
Project G (Adult Component)		100.0		5.9	94.1			
PROJECT MEAN	41.3	58.7	24.7	26.6	35.4	8.6	1.1	3.6
POPULATION MEAN	42.3(442)	57.7(604)	21.2(222)	20.8(218)	46.5(487)	5.8(61)	1.2(13)	4.4(46)

Table 28

DISTRIBUTION OF PARTICIPANT AGE AS OF JANUARY 1, 1974

ADULT PROJECTS	% < 14	% 14 < 17	% 17 < 21	% 21 < 34	% ≥ 34
Project N	3.8	15.1	43.4	13.2	24.5
Project O		7.8	15.7	48.7	27.8
Project P	0.5	2.6	16.1	34.4	46.4
Project Q		2.9	17.1	11.4	68.6
Project R			33.3	33.3	33.3
Project S			11.1	72.2	16.7
Project T			17.3	40.4	42.4
Project U		1.9	7.4	38.9	51.8
Project V	6.0	10.7	17.9	19.0	46.4
Project W		4.6	14.9	31.0	49.4
Project X			13.5	37.8	48.6
Project K (Adult Component)		5.6	11.1	33.3	50.0
Project G (Adult Component)		5.9		64.7	29.4
PROJECT MEAN	0.8	4.4	16.8	36.8	41.2
POPULATION MEAN	1.0(8)	4.8(39)	16.7(137)	35.3(290)	42.3(347)

Table 29
DISTRIBUTION OF HIGHEST GRADE COMPLETED IN U.S. AT TIME OF ENROLLMENT

ADULT PROJECTS	% < 3	%3 < 7	%7 < 9	%9 < 12	% ≥12
Project N	8.2	16.3	38.8	36.7	
Project O	50.0	5.3	7.9	30.7	6.2
Project P	97.5	0.5		1.0	1.0
Project Q	53.0	24.5	12.2	8.2	2.0
Project R	68.7	10.4	3.7	11.2	6.0
Project S	15.1	12.1	33.3	30.3	9.1
Project T	17.0	11.3	28.3	41.5	1.9
Project U	14.3	16.3	16.3	42.9	10.2
Project V	7.2	28.9	16.9	31.3	15.7
Project W	37.4	32.3	12.1	14.1	4.1
Project X	31.9	13.9	22.2	18.0	13.9
Project K (Adult Component)	5.9	29.4	11.8	52.9	
Project G (Adult Component)	100.0				
PROJECT MEAN	38.9	15.5	15.7	24.5	5.4
POPULATION MEAN	49.5(480)	13.4(130)	12.1(117)	19.5(189)	5.6(54)

Table 30
DISTRIBUTION OF PARTICIPANT NATIVE LANGUAGE

ADULT PROJECTS	%English	%Spanish	%American Indian	%Chinese	%Other
Project N	100.0				
Project O	13.4	67.2		1.7	17.6
Project P	0.5	96.7			2.8
Project Q			100.0		
Project R	23.1	76.2			0.8
Project S	94.1	5.9			
Project T	50.9	49.1			
Project U	76.8	8.7		1.4	13.0
Project V	100.0				
Project W	78.6			1.0	20.4
Project X	34.5	49.4	11.5		4.6
Project K (Adult Component)	100.0				
Project G (Adult Component)	17.6	82.4			
PROJECT MEAN	53.0	33.5	8.6	0.3	4.6
POPULATION MEAN	42.6(447)	45.3(475)	5.8(61)	0.4(4)	5.9(62)

Table 31

ENGLISH LANGUAGE SKILLS AT TIME OF ENROLLMENT (IF NATIVE LANGUAGE IS NOT ENGLISH)

ADULT PROJECTS	Fluent in Spoken English		Able to Read Native Language	
	%YES	%NO	%YES	%NO
Project N				
Project O	12.7	87.3	77.8	22.2
Project P	0.5	99.5	98.4	1.6
Project Q	43.1	56.9	14.0	86.0
Project R	22.0	78.0	92.0	8.0
Project S	100.0		100.0	
Project T	88.0	12.0	33.3	66.7
Project U	50.0	50.0	84.6	15.4
Project V				
Project W		100.0	95.5	4.5
Project X	35.2	64.8	59.0	41.0
Project K (Adult Component)				
Project G (Adult Component)		100.0	92.9	7.1
PROJECT MEAN	35.2	64.9	74.8	25.3
POPULATION MEAN	18.3 (109)	81.7 (46)	79.8 (442)	20.2 (112)

Table 32

DISTRIBUTION OF REASONS GIVEN FOR ENROLLING IN THE PROJECT

ADULT PROJECTS	Counselor Suggested Enrollment	Want to Learn to Read	Do Better in School	Handle Life Situations Better	Get a Job	Other Reasons
Project N	29.1	98.2	45.5	10.9	40.0	1.8
Project O		97.5	14.0	52.9	37.2	2.5
Project P	36.4	96.4	15.9	90.5	78.6	0.9
Project Q	5.9	100.0	19.6	70.6	15.7	
Project R	5.2	94.8	14.9	79.1	44.0	1.5
Project S	11.1	73.3	33.3	24.4	40.0	4.4
Project T	7.5	98.1	56.6	39.6	45.3	15.1
Project U	10.1	89.9	29.5	49.3	24.6	7.2
Project V		64.2	14.9	6.8	43.9	
Project W	2.6	91.2	21.9	19.3	7.0	40.4
Project X	32.0	60.8	9.3	44.3	16.5	1.0
Project K (Adult Component)	5.6	100.0	38.9	66.7	16.7	
Project G (Adult Component)		94.4			94.4	
PROJECT MEAN	11.2	89.1	24.0	42.6	38.8	5.8
POPULATION MEAN	13.7(157)	87.7(1002)	20.5(234)	49.3(564)	41.6(475)	6.1(70)

Table 33
EMPLOYMENT STATUS FOR ENROLLEES

ADULT PROJECTS	Unemployed	Employed	
		Under 20 hours	Over 20 hours
Project N	34.0		66.0
Project O	61.0	3.4	35.6
Project P	20.0	8.2	71.8
Project Q	84.0		16.0
Project R	36.3	9.7	54.0
Project S	52.8	2.8	44.4
Project T	27.5	5.9	66.7
Project U	67.7	3.0	29.2
Project V	52.9	22.4	24.7
Project W	42.9	3.1	54.1
Project X	48.6	18.9	32.4
Project K (Adult Component)	27.8	11.1	61.1
Project G (Adult Component)	100.0		
PROJECT MEAN	50.4	6.8	42.8
POPULATION MEAN	44.9(428)	7.8(74)	47.4(452)

CHAPTER VIII

STAFF CHARACTERISTICS

This chapter presents descriptive findings on the relevant demographic and personal characteristics of staff members. These data were collected from the staff data forms and include information on sex, ethnicity, age, native language, language fluency, and educational and teaching experience. Additionally, cumulative staff sizes, termination rates for staff, and reasons for termination are presented, and the results of the staff questionnaires are also discussed.

The staff characteristics of the student projects are discussed first and presented in Tables 34 through 38. The staff characteristics of the adult projects are discussed second and presented in Tables 39 through 43. These tables utilize both frequency distributions and means (whichever is most appropriate) to present these data. These data are provided for each project individually and totals include both project means and population means. When both overall project means and population means are computed, only population means will be discussed.

Student Projects

Sex Distribution

In total, females accounted for 68% of the staff while males accounted for 32%. On an individual project basis, only three projects had a majority of males and two had equal numbers of males and females. Thus, the staff of these projects reflected the typical predominance of female teachers in elementary and secondary schools.

Ethnic Distribution

Whites accounted for 66% of the staff, followed by blacks (17%), Spanish surnamed (15%), and all others (2%). Five projects had a majority of black staff members, four projects have a majority of white staff members, three projects had a majority of Spanish surnamed staff members, and one project had relatively equal numbers of black, white, and Spanish surnamed staff members. Relative to the characteristics of the student population, there were proportionately more white staff members than white students. In most cases, however, on a project basis the ethnic predominance of students and staff was usually the same. Thus, the disproportionately high number of white staff members resulted from the fact that the two projects with the largest staff were primarily composed of whites.

Age Distribution

The average age of all staff members was 28. On a project basis, there was relatively limited variation, with a high mean age of 38 and a low mean age of 24.

Native Languages

Native English speakers accounted for 85% of the staff, followed by Spanish speakers accounting for 14%. The distribution of the staffs' native language was equivalent to the students' distribution, which was 87% English and 12% Spanish. On a project basis, three of the four projects serving primarily Spanish surnamed students had a majority of staff whose native language was Spanish.

Language Fluency

Besides English, Spanish was the only other language in which staff members were fluent. Specifically, 22% of the staff were fluent in Spanish, which was consistent with the language fluency distribution of the students.

Educational and Teaching Experience

On an average, staff members of the student projects had attended approximately 16 years of schooling. On a project basis, the variation was limited, ranging from a high of 18 to a low of 14. Thus, staff members had generally attended four years of college.

The average number of years of teaching experience for all staff was 3.3 years. On a project basis, the variation ranged from a high of 8 years to a low of 1.2 years. 22% of the staff had teaching credentials, with variations on a project basis ranging from a high of 60% to none. 50% of the staff had taken at least one formal course in reading instruction, with variations on a project basis ranging from a high of 100% to none.

Thus, in general, the student projects' staff members had had extensive educational training and, at least, a minimal amount of teaching experience and instruction in teaching reading.

Adult Projects

Sex Distribution

As with the student projects, females accounted for a much higher proportion of the staff (75%) than males (25%). On a project basis, only one project had more males than females and in fact had an all male staff (which may be due to the cultural context of this project, which served American Indians).

Ethnic Distribution

Whites accounted for 69% of the staff, followed by blacks (16%), Spanish surnamed (11%), American Indians (2%), and all others (2%). On a project basis, all but three projects had a majority of white staff members. Thus, whites accounted for a disproportionately high percentage of the staff vis a vis the ethnic distribution of the students, which had a higher percentage of Spanish surnamed individuals.

Age Distribution

The average age for all adult project staff members was 28. On a project basis, there was limited variation ranging from a high of 38 to a low of 24.

Native Languages

Native English speakers accounted for 89% of the staff, followed by Spanish (9%), and American Indians (1%). On a project basis, all but one had a majority of native English speakers.

Language Fluency

Besides English, Spanish was the only other language in which staff members were fluent (22%). For the five projects serving primarily non-English speakers, at least 39% of the staff was fluent in the students' native tongues, thus enabling them to teach in English and/or Spanish.

Educational and Teaching Experience

On an average, the staff members of the adult projects have attended 14 years of schooling. On a project basis, the variation ranged from a high of 17 to a low of 13. Thus, the staff members included a mix of high school and college graduates.

The average number of years of teaching was 2.6, with variations on a project basis ranging from a low of less than one year to a high of 7 years. 10% of the overall staff had teaching credentials, with variations on a project basis ranging from a low of none to 67. 36% of the overall staff had had at least one formal course in reading instruction, with variations on a project basis ranging from a low of 14% to a high of 75%. Thus, generally the staff of the adult projects had had less education and training than the staff of the student projects. This was to be expected since the staff of adult projects included volunteers, as well as paid professionals, while the staff of the students projects primarily included paid professionals and work/study students.

The above discussion consists of descriptive statistics on staff characteristics for both the student and adult projects. The following paragraphs will simultaneously discuss the cumulative staff sizes, termination rates, and reasons for termination for both the student and adult projects.

Cumulative Staff Size

The average cumulative (i.e., continuing and terminating) staff size for the student projects was 16, with variations on a project basis ranging from a low of five to a high of 62. With the exception of three projects, staff sizes were usually 11 or under. Staff sizes for the student projects varied primarily as a function of staff deployment, with larger staffs using part-time personnel and small staffs using full-time personnel.

The average cumulative staff size for the adult projects was much higher at 42, reflecting the greater utilization of one-to-one volunteer strategies. On a project basis, staff sizes ranged from a low of 3 to a high of 121, with all but three projects having staff sizes of 18 or higher.

Termination Rates

The average termination rate for the staff of the student projects was 15.4%.* On a project basis, termination rates varied from a low of none to a high of 66.7%. (It should be noted that Project G, with the highest rate of 66.7%, experienced a change of program operations and terminations were primarily due to this shift.)

The average termination rate for the staff of the adult projects was 27.2%. On a project basis, the rate varied from a low of none to a high of 78%.

---

*It should be noted that termination rates were based on the submission of the termination data form so that the more efficient projects may appear to have relatively higher termination rates than less efficient projects. However, we are confident that these rates are still accurate as estimates.

(It should be noted that Project R, with the highest termination rate, had to reorganize its volunteer tutoring component resulting in a high loss of tutors.) As expected, tutorial projects experienced higher rates of termination. However, two of the three volunteer tutorial projects had lower than average termination rates, indicating that a strong administrative effort and control process can limit the natural tendency towards high termination rates among volunteer projects.

Reasons for termination

Reasons for termination were organized into two major categories--Dismissed and Left Voluntarily--with sub-categories under each. (Since the data base for termination reasons was small, only percentage totals for all 24 projects are provided.)

--"Left Voluntarily" accounted for 90.2% of the terminations while "Dismissed" accounted for 9.8%. Thus, termination was almost exclusively due to the staff members' voluntary decision to leave. Of those dismissed, 41% were dismissed for absenteeism, 12% for a lack in skills, and 47% for other reasons. Of those who left voluntarily, 40% left for personal reasons, 31% left for other employment, 29% left for other reasons, and 1% left because they were dissatisfied.

Staff Questionnaire Responses

The staff questionnaire was used to obtain staff judgement concerning overall project operations. The questionnaire was distributed during the post-test period. To insure confidentiality, no names were required and self-addressed return envelopes were provided.

The questionnaire contained 28 statements separated into four major areas of inquiry--administration and organization, staff, students, and instructional program. The respondents were requested to circle "strongly agree," "agree," "disagree" or "strongly disagree" for each statement. In addition, three open-ended questions were included to obtain judgements on project success factors, and changes recommended for project improvement. Items were scored as follows: Strongly Agree=5, Agree=4, No Response=3, Disagree=2 and Strongly Disagree=1. Based on this scoring method the potential total score on any item is five, and any score of four or above is considered positive. Each item score for each of the four categories was then summarized to obtain sub-total scores per category, with a maximum score of 50 for administration and organization, 35 for staff, 15 for students, and 40 for instructional program. This resulted in a maximum possible score of 140 for all items. Tables 47 and 48 present the results of the staff questionnaire responses based on this scoring process.

Prior to reviewing these responses the reader should be aware of the inherent limitations in interpreting the results. First, the data are presented for descriptive purposes only; definitive conclusions cannot be drawn since the data were not subjected to inferential analysis. Second, the number of respondents varies substantially between projects due primarily to the varying staff sizes and secondly to the varying response rates.

In general, the overall responses for both models were highly positive, as indicated by total scores of 118 for the student projects and 115 for the adult projects (with a maximum potential score of 140 if all "strongly agree" and a score of 112 if all "agree"). Only two student projects (Project C and Project J) and two adult projects (Projects V and R) fell marginally below the 112 positive score.

Similar results were obtained in analyzing the four subcategories. For the administration and organization category, with a possible high of 50, the average score for the student projects was 44, with a range of 34 to 47; the average score for the adult projects was 41, with a range of 37 to 43 Only three student projects (Projects C, D, & J) and two adult projects (Projects V & R) fell below the score of 40 representing an "agree" or positive response. For the staff category, with a possible high of 35, the average score for the student projects was 29, with a range of 26 to 34; the average score for the adult projects was 30 with a range of 27 to 34. Only two student projects (Projects C & L) and three adult projects (Projects V, R & T) fell below the positive score of 28. For the student category with a possible high of 15, the average score for the student projects was 12, with a range of 11 to 13; the average score for the adult projects was 13 with a range of 12 to 14. Only four student projects (Projects C, E, J, & M) and two adult projects (Projects V & R) fell below a positive score of 12. For the instructional program category, with a possible high of 40, the average score for the student projects was 33, with a range of 30 to 37; the average score for the adult projects was 33 with a range of 29 to 38. Three student projects (Projects C, J, & H) and four adult projects (Projects V, R, X, & P) fell below the positive score of 32.

Thus, the general conclusion to be drawn from these results is that the staff of the community-based projects were usually positive about their projects' administration and staff capabilities, had a positive attitude towards their students, and felt that the instructional program was organized in an effective manner. Since the responses to the questionnaire resulted in a limited degree of discrimination among projects, one may be sceptical of the results and tend to think that the questionnaire was not capable of discriminating between actual positive and negative judgments. While we have no definitive proof that this is not the case (since the questionnaire is not standardized), our expectations--based upon our personal contact with project administrators and staff--were that the responses would generally be positive. More specifically, with few exceptions, we found that the administration and staff were highly dedicated people, proud of their projects and feeling that they were doing as good a job as they could recognizing the inherent difficulties in operating these projects.

A review of the open-ended, narrative responses also generally supported these positive ratings and provided some interesting suggestions. For both the student and adult projects, the most often mentioned reasons for project success related to the enthusiasm and dedication of the staff; the good working relations and cooperation between staff, administrators, and students; and the motivation and interest of the participating students. Typical comments included statements like "imparting to students the feeling that someone cares" and"the flexible, human, non-bureaucratic way of administrators." Other, less mentioned project success factors related to the individualization of instruction, the use of incentives for students, good staff skills, the use of one-to-one tutoring, the use of a variety of materials, flexible scheduling and location of instruction compatible with student availability, and the use of specific reading techniques (i.e., Laubach and Words in Color).

The most often mentioned negative factors and/or suggestions for improvement for both student and adult projects related to the need for more resources--particularly for additional materials, staff, space, and not surprisingly, more pay for existing staff. Many people also recommended the development of better mechanisms to limit both student and staff turnover; the use of more effective training programs; and the availability of better diagnostic information of individual student reading deficiencies.

Several of the student projects suggested the use of smaller classroom sizes and several of the adult projects suggested the availability of transportation for their students.

In summary, the following major conclusions can be drawn regarding the staff characteristics of both the student and adult projects:

- Females accounted for a much higher proportion of staff members than males, thus reflecting the typical sex distribution of staff in the teaching profession.

- Whites were the primary ethnic group, followed by relatively equal numbers of blacks and Spanish surnamed. Thus, ethnic distribution was disproportionate to the students' ethnicity, which was predominantly black among student projects and Spanish surnamed among the adult projects.

- The average age of all staff members was approximately 28 years, with variations on a project basis ranging from 38 to 24.

- English was the native language for over 85% of the staff, followed by Spanish, which was the only other language accounting for more than 1%. Consistent with this, approximately 22% of the staff were fluent in Spanish, with fluency in other languages virtually non-existent. Generally, projects serving Spanish speaking students, had almost 50 % of the staff fluent in Spanish, thus enabling them to teach in both Spanish and English.

- Staff members had at least a high school education, and most had either graduated or attended college, with the staff of the student projects generally having more years of schooling than the staff of the adult projects. The staff of the student projects usually also had had more teaching experience (i.e., 3.3 years), than the staff of the adult projects (i.e., 2.6 years). Most staff members did not have teaching credentials, and about half of them had taken at least one formal course in reading instruction, with staff members of the student projects more likely to have had a credential and taken courses in reading.

- The average cumulative staff size of the student projects was 16, and the average cumulative staff size of the adult projects was higher at 42. Variations among staff sizes were substantial, with projects using one-to-one tutoring and/or part-time staff having substantially larger staffs.

- The average termination rate for the student projects was 15.4% and 27.2% for the adult projects. While termination was typically higher among tutorial projects, some do better than average, indicating that attrition can be internally controlled using effective administrative practices.

- Termination was almost exclusively due to a voluntary decision on the part of the staff member. Staff members most often left for personal reasons, or to be employed elsewhere.

- Finally, staff members were generally highly positive about most aspects of project operations.

Table 34

DISTRIBUTION OF STAFF SEX & ETHNICITY

BEST COPY AVAILABLE

STUDENT PROJECTS	SEX		ETHNICITY					
	%Male	%Female	%Black	%White	%Spanish	%American Indian	%Asian	%Other
Project A	0.0	100.0	80.0	20.0				
Project B	0.0	100.0	100.0					
Project C	41.7	58.3		25.0	75.0			
Project D	27.3	72.7		100.0				
Project E	21.0	79.0	1.6	91.9	1.6	3.2	1.6	
Project F	85.7	14.3	75.0	25.0				
Project G	66.7	33.3		16.7	83.3			
Project H	62.5	37.5	37.5	25.0	25.0		12.5	
Project I	37.2	62.8	9.5	81.0	7.1		2.4	
Project J	50.0	50.0		10.0	90.0			
Project K	50.0	50.0	80.0	20.0				
Project L	0.0	100.0	25.0	75.0				
Project [illegible]	22.7	77.3		90.9	9.1			
PROJECT MEAN	35.8	64.2	31.4	44.7	22.4	.3	1.3	0
POPULATION MEAN	32.2(67)	67.8(141)	16.9(35)	65.7(136)	14.9(31)	1.0(2)	1.4(3)	0

Table 35

AVERAGE STAFF AGE AS OF JANUARY 1, 1974

STUDENT PROJECTS	AGE
Project A	29.2
Project B	26.5
Project C	28.2
Project D	37.7
Project E	25.4
Project F	33.8
Project G	29.2
Project H	37.3
Project I	26.2
Project J	23.5
Project K	24.1
Project L	35.0
Project M	30.7
PROJECT MEAN	29.8
POPULATION MEAN	28.0(206)

Table 36

DISTRIBUTION OF STAFF NATIVE LANGUAGE

STUDENT PROJECTS	% English	%Spanish	%American Indian	%Chinese	%Other
Project A	100.0				
Project B	100.0				
Project C	33.3	66.7			
Project D	90.9	9.1			
Project E	98.4	1.6			
Project F	100.0				
Project G	40.0	60.0			
Project H	62.5	25.0		12.5	
Project I	93.0	7.0			
Project J	10.0	90.0			
Project K	100.0				
Project L	100.0				
Project M.	90.5	9.5			
PROJECT MEAN	78.4	20.7	0	1.0	0
POPULATION MEAN	85.4 (176)	14.1(29)	0(0)	.5(1)	0

Table 37

DISTRIBUTION OF LANGUAGES OTHER THAN ENGLISH IN WHICH STAFF MEMBERS ARE FLUENT

STUDENT PROJECTS	% Spanish	%American Indian	%Chinese
Project A	40.0	0	0
Project B	11.1	0	0
Project C	66.7	0	0
Project D	27.3	0	0
Project E	4.8	0	0
Project F	25.0	0	12.5
Project G	66.7	0	0
Project H	25.0	0	12.5
Project I	18.6	0	0
Project J	90.0	0	0
Project K	10.0	0	0
Project L	0	0	0
Project M	18.2	0	0
PROJECT MEAN	31.0	0	1.9
POPULATION MEAN	22.4(47)	0	.1(2)

Table 38

DISTRIBUTION OF STAFF EDUCATIONAL & TEACHING EXPERIENCE

STUDENT PROJECTS	Average No. of Years of School Completed	Average No. of Year of Teaching Experience	Percentage Having Teaching Credential	Percentage Having Formal Courses in Reading
Project A	15.8	4.2	60.0	80.0
Project B	15.3	3.6	0	37.5
Project C	15.8	2.4	16.7	66.7
Project D	15.9	7.7	27.3	--
Project E	14.9	1.2	21.0	52.5
Project F	17.0	8.0	25.0	100.0
Project G	14.7	3.3	16.7	0
Project H	17.7	4.1	87.5	50.0
Project I	18.3	3.0	14.0	43.6
Project J	13.9	1.2	20.0	50.0
Project K	15.1	2.0	10.0	33.3
Project L	16.0	9.3	25.0	0
Project M	14.8	6.6	18.2	42.9
PROJECT MEAN	15.8	4.4	26.3	50.5
POPULATION MEAN	15.7(189)	3.3(196)	21.5(210)	49.5(186)

Table 39

DISTRIBUTION OF STAFF SEX & ETHNICITY

	SEX		ETHNICITY					
ADULT PROJECTS	%Male	%Female	%Black	%White	%Spanish	%American Indian	%Asian	%Other
Project N	40.0	60.0	--	100.0				
Project O	33.3	66.7	16.7	27.8	38.9			16.7
Project P	27.8	72.2	5.6	66.7	27.8			
Project Q	100.0	-				100.0		
Project R	22.3	77.7	1.1	71.4	27.5			
Project S	17.5	82.5	4.7	90.7		2.3	2.3	
Project T	50.0	50.0	12.5	62.5	25.0			
Project U	24.0	76.0	--	96.0		4.0		
Project V	34.8	65.2	36.7	62.0			1.3	
Project W	15.6	84.4	27.7	71.3				1.1
Project X	31.6	68.4		42.1	31.6	15.8		10.5
PROJECT MEAN	36.0	64.0	9.5	62.7	13.7	11.1	.4	2.5
POPULATION MEAN	25.0(106)	75.0(309)	15.6(63)	69.2(279)	11.1(45)	2.0(8)	.5(2)	1.5(6)

Table 40

AVERAGE STAFF AGE AS OF JANUARY 1, 1974

ADULT PROJECTS	AGE
Project N	30.2
Project O	26.9
Project P	28.7
Project Q	29.0
Project R	29.2
Project S	24.6
Project T	31.6
Project U	30.6
Project V	23.6
Project W	37.8
Project X	32.4
PROJECT MEAN	29.5
POPULATION MEAN	28.0(272)

Table 41

DISTRIBUTION OF STAFF NATIVE LANGUAGE

ADULT PROJECTS	% English	% Spanish	% American Indian	% Chinese	% Other
Project N	100.0				
Project O	61.1	38.9			
Project P	72.2	27.8			
Project Q			100.0		
Project R	80.7	18.2			
Project S	95.3		2.3		2.3
Project T	75.0	25.0			
Project U	100.0				
Project V	100.0				
Project W	98.9				1.1
Project X	64.7	35.3			
PROJECT MEAN	77.1	13.2	9.3	0	.3
POPULATION MEAN	89.3(351)	9.2(36)	1.0(4)	0(0)	.5(2)

Table 42

DISTRIBUTION OF LANGUAGES OTHER THAN ENGLISH IN WHICH STAFF MEMBERS ARE FLUENT

ADULT PROJECTS	% Spanish	%American Indian	% Chinese
Project N	0	0	0
Project O	38.9	0	0
Project P	83.3	0	0
Project Q	0	100.0	0
Project R	44.3	0	0
Project S	11.6	2.3	0
Project T	37.5	0	0
Project U	0	0	0
Project V	.8	0	0
Project W	0	0	0
Project X	68.4	0	0
PROJECT MEAN	25.9	9.0	0
POPULATION MEAN	21.8(92)	.7(3)	0(0)

Table 43

DISTRIBUTION OF STAFF EDUCATIONAL & TEACHING EXPERIENCE

ADULT PROJECTS	Average No. of Years of School Completed	Average No. of Years of Teaching Experience	Percentage Having Teaching Credential	Percentage Having Taken Formal Courses in Reading
Project N	12.0	5.0	0	75.0
Project O	14.2	1.6	5.6	68.7
Project P	16.7	3.8	22.2	52.9
Project Q	14.7	4.3	66.7	33.3
Project R	13.5	.7	3.1	16.7
Project S	15.7	1.8	27.9	61.9
Project T	15.1	6.7	0	14.3
Project U	14.4	2.4	28.0	65.0
Project V	13.5	5.6	4.3	30.9
Project W	14.7	3.7	10.6	22.8
Project X	13.2	3.3	15.8	72.2
PROJECT MEAN	14.2	3.5	16.7	46.7
POPULATION MEAN	14.3(371)	2.6(307)	10.5(461	36.0(132)

Table 44

CUMULATIVE STAFF SIZE & TERMINATION RATES OF STAFF

STUDENT PROJECTS	Cumulative Staff Size	1) Termination Rate
Project A	5	0
Project B	9	11.1
Project C	8	0
Project D	11	18.2
Project E	62	37.1
Project F	8	0
Project G	6	66.7
Project H	8	0
Project I	43	2.3
Project J	10	10.0
Project K	10	50.0
Project L	4	0
Project M	22	4.5
PROJECT MEAN	15.6	15.4

---

[1] Defined as # Terminated ÷ Cumulative # of Staff.

Table 45

CUMULATIVE STAFF SIZE & TERMINATION RATES OF STAFF

ADULT PROJECTS	Cumulative Staff Size	1)Termination Rate
Project N	5	0
Project O.	18	5.6
Project P	18	22.2
Project Q	3	2.0
Project R	97	78.4
Project S	43	30;2
Project T	8	62.5
Project U	25	24.0
Project V	121	18.2
Project W	104	16.0
Project X	19	42.1
PROJECT MEAN	41.9	27.2

---

[1] Defined as # Terminated ÷ Cumulative # of Staff.

Table 46

DISTRIBUTION OF REASONS FOR TERMINATION FOR ALL PROJECTS

% Dismissed	DISMISSAL REASONS			
	% Absenteeism	%Lacking in Personal Skills	% Interpersonal Problems	%Other
9.8 (18)	41.2 (7)	11.8 (2)	0 (0)	47.1 (8)

%Left Voluntarily	LEFT VOLUNTARILY REASONS			
	% Personal	% Dissatisfaction	% Other Employment	% Other
90.2 (165)	39.7 (60)	1.3 (2)	30.5 (46)	28.5 (43)

Table 47

STAFF QUESTIONNAIRE SUMMARY

STUDENT PROJECTS:	Project A N=4	Project B N=6	Project C N=8	Project D N=2	Project E N=24	Project F N=4	Project G N=	Project H N=7	Project I N=11	Project J N=5	Project K N=	Project L N=2	Project M N=11	Project Avg/Section	Total Possible Score
ADMINISTRATION & ORGANIZATION															
1. The project is effectively administered.	4.00	4.83	3.75	4.00	4.21	4.25		4.57	4.18	3.80		4.00	4.45		
2. The staff gets along well with administrators.	4.00	4.83	4.38	4.00	4.54	4.00		4.71	4.54	4.40		5.00	4.55		
3. The project's goals are clearly defined.	4.00	5.00	3.63	4.00	4.21	4.25		4.29	4.36	3.60		4.00	4.45		
4. The project's goals are realistic.	3.75	4.67	3.38	3.00	4.46	4.50		4.00	4.27	3.60		4.50	4.09		
5. Administrators/Supervisors are helpful to the staff.	4.25	5.00	4.25	3.00	4.67	4.25		4.86	4.45	4.40		5.00	4.55		
6. Administrators are responsive to the staff's needs.	4.00	4.83	3.88	3.50	4.42	4.25		4.43	4.18	4.40		5.00	4.72		
7. The project has correctly allocated its funds for staff, materials, & other expenses.	4.25	5.00	3.38	3.50	3.92	4.00		4.86	4.18	3.80		4.50	4.36		
8. The project serves those people who are most in need of reading instruction.	4.25	4.00	4.13	3.00	4.00	4.50		4.29	4.09	3.20		4.00	4.36		
9. The project is doing everything possible to enable the students to attend regularly.	4.50	4.67	4.00	4.00	4.38	4.75		4.00	4.09	4.00		3.00	4.64		
10. The project is doing a good job in limiting the number of drop-outs.	4.50	4.33	4.00	2.00	4.64	4.50		3.86	3.82	3.80		4.00	3.64		
SUB-TOTAL	41.50 (8)	47.16 (1)	38.78 (10)	34.00 (11)	42.85 (6)	43.25 (4)		43.87 (2)	42.16 (7)	39.00 (9)		43.00 (5)	43.81 (3)	41.76	50.00
STAFF															
11. Training provided by the project has improved the staff's skills in teaching reading.	4.25	4.17	4.13	3.50	4.13	4.00		4.00	4.54	3.80		2.00	4.36		
12. Staff has a clear understanding of what is expected of them on the job.	4.25	5.00	3.88	5.00	4.17	4.25		4.71	4.36	4.40		4.50	4.09		
13. Staff is enthusiastic about teaching reading to students.	4.75	4.67	4.00	5.00	4.29	4.50		4.57	4.63	4.40		4.00	4.55		
14. Staff is generally well satisfied with salaries and working conditions.	3.75	3.33	2.88	5.00	4.04	3.75		4.86	3.54	4.40		4.00	4.45		
15. Staff members get along well with each other.	4.50	5.00	4.50	5.00	4.29	4.75		4.71	4.82	4.40		5.00	4.64		
16. Instructional staff (teachers & tutors) have the needed skills to effectively teach reading.	4.25	4.33	3.25	5.00	3.96	4.50		4.00	4.36	3.60		4.00	4.27		
17. The staff gets along well with the students	4.50	4.50	4.50	5.00	4.33	4.75		4.71	4.54	4.40		4.00	4.73		
SUB-TOTAL	30.25 (7)	31.00 (4)	27.14 (11)	33.50 (1)	29.21 (9)	30.50 (6)		31.56 (2)	30.79 (5)	29.40 (8)		27.50 (10)	31.09 (3)	30.18	35.00

STUDENTS															
18. Students will substantially improve their reading skills due to their participation in the project.	4.25	4.67	4.00	4.00	4.04	4.25		4.43	4.18	3.80		4.00	3.82		
19. Students have a positive attitude about participating in the project.	4.00	4.17	3.25	4.50	3.79	4.25		3.86	3.91	4.20		4.00	4.00		
20. Students feel that reading instructions provided by the project is valuable.	4.25	3.67	3.63	4.50	3.67	4.25		4.29	3.91	3.80		4.00	4.00		
SUB-TOTAL	12.50 (5)	12.51 (4)	10.88 (11)	13.00 (1)	11.50 (10)	12.75 (2)		12.58 (3)	12.00 (6)	11.80 (9)		12.00 (7)	11.82 (8)	12.12	15.00
INSTRUCTIONAL PROGRAM															
21. The instructional program is effectively designed to eliminate the students' reading deficiencies.	4.50	4.83	3.75	3.00	3.71	4.50		3.71	3.91	4.00		4.00	3.91		
22. The class and/or tutoring sessions are scheduled at times & places which are convenient for student.	4.25	4.83	4.25	5.00	4.21	4.00		3.00	4.54	4.20		5.00	4.45		
23. Teachers and/or tutors use specific reading objectives to guide instruction for each student.	4.25	5.00	4.00	4.50	4.08	4.75		4.29	4.27	3.80		4.50	4.09		
24. Staff have adequate diagnostic information on each student to identify reading deficiencies.	4.25	4.00	4.25	4.50	4.29	3.75		3.57	4.00	3.80		2.00	3.27		
25. Instructional approaches are consistent with students needs.	4.00	4.33	4.00	4.50	4.04	4.25		3.86	4.27	3.80		4.00	4.00		
26. There is a sufficient quantity of reading materials for the students.	4.25	5.00	3.38	4.00	3.96	3.75		4.14	4.27	3.20		4.50	4.45		
27. The reading materials available are compatible with students' level and interests.	4.00	4.67	3.13	4.00	3.79	4.50		4.57	4.54	3.20		4.50	4.09		
28. The general atmosphere of the project (e.g.,order, pleasant environment, friendliness) is conducive to teaching reading.	4.50	4.83	4.13	4.50	4.29	4.00		4.71	4.18	4.20		4.00	3.91		
SUB-TOTAL	34.00 (2)	37.49 (1)	30.89 (10)	34.00 (3)	32.37 (7)	33.50 (5)		31.85 (9)	33.98 (4)	30.20 (11)		32.50 (6)	32.17 (8)	33.00	40.00
TOTAL	118.25 (6)	128.16 (1)	107.69 (11)	114.50 (9)	115.93 (7)	120.00 (2)		119.86 (3)	118.93 (4)	110.40 (10)		115.00 (8)	118.89 (5)	117.06	140.00

Table 48

STAFF QUESTIONNAIRE SUMMARY

ADULT PROJECTS:	Project V N=22	Project R N=15	Project W N=30	Project S N=13	Project X N=4	Project U N=15	Project T N=5	Project P N=5	Project Q N=1	Project O N=12	Project N N=5	Project Avg/Section	Total Possible Score
ADMINISTRATION & ORGANIZATION													
1. The project is effectively administered.	4.18	3.73	3.93	4.23	4.00	4.20	4.20	4.00	5.00	3.08	4.00		
2. The staff gets along well with administrators.	4.50	4.07	3.90	4.15	4.00	4.47	4.00	4.20	4.00	4.00	4.80		
3. The project's goals are clearly defined.	3.68	3.60	4.13	4.23	4.25	3.80	4.00	4.20	5.00	4.00	4.40		
4. The project's goals are realistic.	3.91	4.00	4.07	4.23	4.50	3.60	4.20	4.20	5.00	4.00	4.20		
5. Administrators/Supervisors are helpful to the staff.	4.05	4.20	4.10	4.46	4.25	4.33	4.00	4.00	4.00	4.25	4.00		
6. Administrators are responsive to the staff's needs.	4.36	4.00	4.10	4.15	4.00	4.33	3.80	4.00	4.00	4.42	4.00		
7. The project has correctly allocated its funds for staff, materials, and other expenses.	4.18	3.20	3.73	4.15	4.00	4.33	3.60	4.00	2.00	4.00	4.40		
8. The project serves those people who are most in need of reading instruction.	3.59	3.73	4.33	4.31	4.75	4.20	4.20	4.40	4.00	4.67	4,40		
9 . The project is doing everything possible to enable the students to attend regularly.	3.77	3.53	4.20	4.31	4.25	4.47	4.40	4.40	5.00	4.42	4.80		
10. The project is doing a good job in limiting the number of drop-outs.	3.64	2.93	3.90	3.92	4.25	3.93	3.60	4.00	4.00	3.83	4.20		
SUB-TOTAL	39.86 (10)	36.99 (11)	40.39 (8)	42.14 (3)	42.25 (2)	41.66 (5)	40.00 (9)	41.40 (6)	42.00 (4)	40.67 (7)	43.20 (1)	40.96	50.00
STAFF													
11. Training provided by the project has improved the staff's skills in teaching reading.	3.45	4.00	4.13	4.38	4.00	3.93	4.00	3.40	5.00	4.33	4.00		
12. Staff has a clear understanding of what is expected of them on the job.	4.09	3.67	4.00	4.46	4.00	3.73	3.80	3.80	4.00	4.25	4.80		
13. Staff is enthusiastic about teaching reading to students.	3.82	4.33	4.63	4.69	4.75	4.53	3.60	4.20	5.00	4.50	4.60		
14. Staff is generally well satisfied with salaries and working conditions.	2.68	3.27	3.36	3.38	2.25	3.93	2.60	3.80	5.00	3.67	4.20		
15. Staff members get along well with each other.	4.41	4.00	4.17	4.00	4.50	4.33	4.00	4.40	5.00	4.67	4.80		
16. Instructional staff (teachers & tutors) have the needed skills to effectively teach reading.	3.59	3.60	4.17	4.31	4.00	3.60	3.60	4.00	5.00	4.42	4.40		
17. The staff gets along well with the students.	4.50	4.33	4.27	4.69	4.50	4.33	4.80	4.80	5.00	4.67	4.80		
SUB-TOTAL	26.54 (10)	27.20 (9)	28.73 (5)	29.91 (4)	28.00 (8)	28.38 (7)	26.40 (11)	28.40 (6)	34.00 (1)	30.51 (3)	31.60 (2)	29.06	35.00

STUDENTS													
18. Students will substantially improve their reading skills due to their participation in the project.	3.68	3.93	4.27	4.31	4.00	4.33	4.20	4.60	4.00	4.42	4.20		
19. Students have a positive attitude about participating in the project.	3.95	3.80	4.20	3.92	4.25	4.13	4.20	4.60	5.00	4.33	4.00		
20. Students feel that the reading instructions provided by the project is valuable.	4.27	4.00	4.40	4.38	4.75	4.47	4.40	4.60	5.00	4.33	4.20		
SUB-TOTAL	11.90 (10)	11.73 (11)	12.87 (6)	12.61 (8)	13.00 (4)	12.93 (5)	12.80 (7)	13.80 (2)	14.00 (1)	13.08 (3)	12.40 (9)	12.82	15.00
INSTRUCTIONAL PROGRAM													
21. The instructional program is effectively designed to eliminate the students' reading deficiencies.	3.91	3.80	4.20	4.31	4.00	4.13	4.00	4.00	4.00	4.25	4.20		
22. The class and/or tutoring sessions are scheduled at times and places which are convenient for the students.	3.68	4.07	4.37	4.62	4.50	4.67	4.40	4.20	5.00	4.58	4.40		
23. Teachers and/or tutors use specific reading objectives to guide instruction for each student.	3.45	3.80	4.20	4.00	4.00	4.33	4.20	3.80	5.00	4.50	4.20		
24. Staff have adequate diagnostic information on each student to identify reading deficiencies.	3.64	3.13	3.17	4.00	4.25	3.53	3.60	3.00	4.00	4.42	4.20		
25. Instructional approaches are consistent with students needs.	3.50	3.67	3.83	4.00	4.25	4.33	4.00	3.80	5.00	4.50	4.00		
26. There is a sufficient quantity of reading materials for the students.	3.82	3.40	4.27	3.69	3.00	4.13	4.40	3.20	5.00	4.50	4.00		
27. The reading materials available are compatible with students' levels and interests.	3.68	3.60	4.23	3.54	2.25	4.00	4.20	3.40	5.00	4.50	4.20		
28. The general atmosphere of the project (e.g., order, pleasant environment, friendliness) is conducive to teaching reading.	4.18	4.00	4.63	4.23	4.25	4.33	4.40	4.40	5.00	4.50	4.60		
SUB-TOTAL	29.86 (9)	29.47 (11)	32.90 (6)	32.39 (7)	30.50 (8)	33.45 (4)	33.20 (5)	29.80 (10)	38.00 (1)	35.75 (2)	33.80 (3)	32.65	40.00
TOTAL	*108.16* *(10)*	105.39 (11)	114.89 (6)	117.05 (4)	113.75 (7)	116.42 (5)	112.40 (9)	113.40 (8)	128.00 (1)	120.01 (3)	121.00 (2)	115.50	140.00

CHAPTER IX

ANALYTICAL FINDINGS & CONCLUSIONS

Design

The purpose of this chapter is to present the findings and inferences regarding 1) the reading growth of participants in the Right to Read projects and 2) the relationships between achievement and a multiplicity of student and project variables.

Outcome Measures

The primary outcome measures were raw and residual gain scores based upon pre- and post reading tests. The SRA Multilevel Achievement Series (reading and vocabulary) was used for the student projects, including four levels of difficulty, covering grades 1-12. For the SRA test, growth scale value (GSV) scores were used; the GSV is a derived standard score with a scale that equalizes the raw scores across all four test levels.

The REAL test was used for the adult projects. This is a single level test of literacy and raw scores were utilized.

Testing was conducted on a pre- and post- basis, starting in December and ending in May. The calendar interval between pre- and post-testing was controlled to the extent possible. However, because of a host of internal program operational factors and the open-entry exit nature of student participation, actual time between testing varied within and among projects.

The second outcome variable used was rate of termination (defined as the number of terminees ÷ cumulative enrollment). Termination data were obtained through the collection of student data forms and additional input from the projects.

Research Questions

In order to operationalize the study objectives, a series of specific research questions were developed during the evaluation design phase. The questions provided the operational and analytical framework for the study. These can be stated as follows:

1) Will students, in both the student and adult models, demonstrate significant reading gain during the evaluation period?

2) Does reading gain vary significantly among project types and individual projects?

3) What are the termination rates of the individual projects and project types?

4) What are the reasons given for termination? Do terminees differ in terms of initial reading skill?

5) Is there a difference in reading gain based upon the following project characteristics?

- Enrollment size
- Form of instruction, i.e., class or tutorial
- Class size and staff:pupil ratio
- Credit or non-credit instruction
- Budget allocations and costs per student
- Ethnic matching of students & staff
- Staff size and turnover
- Staff rating of the program

6) Is there a difference in reading gain based upon the following student variables?

- Sex
- Ethnicity
- Age
- Grade Level
- Number of Weeks Enrolled
- Native Language
- English Fluency (for non-native English speakers)
- Proportion of Attendance to Absenteeism
- Reasons for Enrollment
- Attitudes (as measured by the attitude scale for the four test sites only)
- Amount of Instructional Hours
- Days Between Pre- and Post-Testing
- Employment Status (for adults only).

7) Is there a difference in reading gain based upon the following staff education and experience measures?

- Number of years of schooling
- Number of years of teaching
- Number of reading courses taken

Analysis of variance and post hoc tests using Scheffe contrasts were used to explore these relationships.

Statistical Model for Assessing Gain in Reading Achievement

As indicated in the previous section, we desired a measure of gain in reading achievement for the instructional period under investigation. Several significant problems are associated with obtaining such a gain: Measuring instruments are not sufficiently precise that one unit of gain at one point of the scale is equivalent to one unit of gain at some other point. (In the case of the SRA test, the GSV sclae values were used which should tend to result in equal scale units. No such scale is available for the REAL since it has only one level.) We anticipate that the group participants entering the different programs will not have the same entering skills. In other words, the non-random selection procedure will lead to different characteristics among the participants of different projects.

No known method is fully satisfactory for handling the problems of unequal intervals or of non-equivalent groups entering the respective treatments.* The most widely used procedure for attempting to meet these problems is simple gain scores. This procedure is known to have important drawbacks. (For example, simple gain scores are usually negatively correlated with initial scores, i.e. regression toward the mean leads persons with a low initial score to tend to have high gain scores and vice versa.)

Since simple gain scores are widely used, we will report them in the tables which follow. We will, however, not emphasize them in the discussion and inferences.

An alternative procedure is that of using residual scores (Cronbach & Furby, 1970). This procedure involves using one or more independent variables to predict the dependent variable, and then measuring the deviation of the observed scores from the predicted scores. This procedure is similar to the analysis of covariance, but decisions are made regarding the covariants before group differences are examined. While initial scores used as a covariate in the analysis will tend to remove part of the initial group differences, we must bear in mind as we examine the results the fact that this method is not totally satisfactory. This procedure represents in our judgment the best approach given the circumstances.

The prediction of the dependent variable was based upon a multiple regression analysis. Predictor variables were included in the equation if they accounted for an additional 2% of the variance in a stepwise procedure.

**A full discussion of this problem can be found in the Pacific T & TA Evaluation Design Report (September 1973).*

For both the student and adult models only the pre-test score met the criteria. The regression equation for the student projects test scores was 48.07 + (pre-test score x .905). Both of these parameter estimates are significant from zero ($p < .01$). The associated R^2 was .89 indicating about 89% of the variance in the post-test scores was accounted for by prediction from pre-test scores. The regression equation for the adult project test scores was 13.34 + (pre-test score x .652). Both of these parameter estimates are statistically significant from zero ($p < .01$). The associated R^2 was .45 indicating about 45% of the variance in the post-test scores was accounted for by predictions from the pre-test scores.

Missing Information on the SRA & REAL Tests

As indicated in the previous chapters, the problem of missing information existed for both the REAL and SRA tests. Missing data existed for two main reasons: First, the individual did not have both a pre- and post-test, either because the project did not test that person, or because the person left the project without a chance to conduct testing. In this case, nothing can be done. Second, the individual involved was tested, but part or all of the responses to the test items were missing.

The situation in which partial information about an individual was available may be classified into three types: (1) the individual was not tested because the instructor judged the student could not do any part of the test; (2) the individual failed to complete parts of the test, by his/her own decision to stop; or (3) the individual completed only part of the test because the teacher did not present those parts of the test which the teacher judged to be too difficult for the student.

As noted in (1) above, there were instances where teachers did not administer the test because they judged it to be too difficult for the students; this provides important information about those students and it must not be excluded from the study (since such exclusion would constitute an over-estimation of the ability of the total group being assessed). It is also not appropriate to consider their score zero, because our observations indicate no one who actually attempted the test scored that low. A compromise decision is to conclude that such a decision is an indication of a low score and therefore the score corresponding to the fifth percentile of the sample of testees in this study was assigned to these individuals.

Norms for the REAL are available only for the total test scores. Therefore, if an individual responded to less than nine items on the test, the total score is not comparable with the norms or the scores of other persons who responded to all nine items. Therefore a scoring procedure was developed which used the partial information to estimate what the total test score would have been.

The scoring procedure for the REAL does not contain a procedure for handling a partially completed test, although it seems clear that a partial test contains some useful information about the achievement of the individual tested.

The correlations among the nine items of the REAL test ranged from .50 to .70 with a median of .62. These correlations indicated the test was highly homogeneous and therefore the following procedure was developed for scoring under these circumstances.

Missing information was estimated by converting the observed scores on each available scale to standard scores by subtracting the mean of the scale and dividing by the standard deviation of the scale. The means for the nine scles were: 3.2, 2.0, 1.7, 1.8, 2.8, 2.0, 2.8, 1.9, and 3.5. The standard deviations for the nine scales were: 1.8, 1.6, 1.6, 1.7, 1.6, 1.9, 1.8, 1.9, and 1.3.

The mean standard score for the scales which were available was calculated. The resulting "mean standard score" was used to estimate the score for each scale which was missing by multiplying it by the standard deviation for that scale.

The resulting estimated scale values were then used in the same way as observed values were used in calculating the total score for individuals. The nine scales in the REAL are not weighted the same in the total score and this estimation procedure allowed the weighting to remain the same and at the same time produced scores from partial response information which may be reasonably expected to be on the same scale as scores from tests with a complete set of responses.

SRA Test--Since this test is composed of two parts, partial data were sometimes received in which only one of the parts (either reading or vocabulary) was completed. Since total GSV scores were used, completion of one part of the test could not be compared directly to the total test.

A similar correlation analysis was undertaken to test the homogeneity of these two parts which indicated that the correlation was not strong enough to predict the total score from the partial score. Accordingly, only students for whom completed pre- and post-tests were available, were used in the analysis.

Missing data based on the teachers' judgement that the test was too difficult rarely occurred for the SRA test because the test had multiple levels of difficulty.

Based upon these procedures, the following sections discuss our findings for the student projects first and adult projects second. Each table includes the following: the identification of the variable under investigation, the sample size (N), the pre-test score and its standard deviation, the gain score and its standard deviation, and the residual score and its standard deviation. The discussion of the findings is limited to residual gain scores, except in the discussion of overall gain. In this case the residual gain score by definition is equal to zero. Therefore, raw gain scores are used as the primary measure.

Student Projects

Initial Skill Level

The students' mean initial skill level, as measured by the SRA GSV pre-test scores (Table 49), was 331 with a standard deviation of 72. This is equivalent to a 6-6 grade level (based upon SRA norms).

On an individual project basis, the pre-test scores vary from a low of 209 to a high of 415. An analysis of variance indicated that the projects differed significantly in this respect and thus the target groups represent different populations in terms of reading skills. As expected, the pre-test scores are related to the degree of educational attainment with college students performing the highest (projects A, B, C, D) followed by senior and junior high (projects E, G, H, I, J, K, L, M) and then elementary students (project F).

Given the traditional grade equivalent definitions of functional literacy (i.e., 5th grade), most of the students in the Program are not illiterates, but are underachievers who are performing below the norm and in need of remedial help.

Overall Gain

The mean gain* of the 788 students with pre- and post-test scores was 16.73 with a standard deviation of 33.90 (Table 50).

The most commonly used measure of change is simple gain. Although this measure has important methodological problems, it is reported here, since it is most appropriate for overall conclusions.

This gain is statistically significant at the .05 confidence level. The 95% confidence interval (based upon t distribution) for the mean gain of students in the R2R program is 16.73 ± 2.37.

This offers convincing evidence that, as a whole, the participants in the student model improved their reading performance during the period under study.

It is necessary, however, to set this conclusion in its proper context. Namely, is this amount of gain more than would normally be expected?

In view of the fact that these students were selected because they appeared to have problems with reading, we would expect that their progress in reading would generally be below average. Examining the SRA norms (SRA, 1972) for the average students in their norming population, we find that students with a GSV of about 330 would be expected to show an average yearly gain of about 25 points (or 12 points for five months). In this light, the mean gain of 16.73 for the Right to Read (R2R) student for a mean period of approximately five months indicates substantially more gain than "average" students are achieving in the time involved.

Thus, in general, we conclude that participants in the student model demonstrated significant change in their reading skills during the evaluation period and that this change indicates a growth rate which is better than the "average" for students with the same entry-level reading skills.

Project Typology Gain

Table 51 presents the analysis of residual gain based upon the three previously defined project typologies (Chapter IV). Significant differences do exist and based upon post hoc test using Scheffe contrasts, Type I performed the best, followed by II and III respectively.

Thus the following conclusions can be made: first, classroom projects are more effective than tutorial projects. Second, projects that operate within the regular school structure are more effective than those operating outside this structure. This suggests that the more integrated a R2R project is with the normal school operations, the more effective it is in generating improvement. Evidently, these projects are able to capitalize on the regular school resources and instructional strategies so that R2R impact is supportive of and supported by regular instruction.

Individual Project Gain

As indicated in Table 52, there are significant differences in residual gains among the 13 student projects; and thus it can be concluded that some projects are more effective than others. Post hoc comparisons by means of Scheffe contrasts indicated that projects G, D, & B were the most effective and significantly different than projects E, F, & I.

A crucial question for policy makers is to try to determine what features of these projects in fact were influential in their impact on program effectiveness. The complex and correlated nature of the numerous program variables makes it difficult to accurately answer this question on rigorous analytical grounds. However, a more descriptive approach was taken to try to single out important and effective program features. More specifically, the projects were ranked in order of effectiveness and then compared on the basis of the following variables: pre-test score, cumulative enrollment, form of instruction, class size, staff;pupil ratio, school credit, percentage of total budget expended for personnel, monthly cost per student, dominant student ethnicity, percentage of staff having the same ethnicity as the dominant student ethnicity, staff size, staff termination rates, and staff questionnaire ratings (presented in Table 53).

Examination of these findings reveals that projects with higher pre-test scores are generally more effective than projects with lower pre-test scores, suggesting that, for the R2R population, greater improvement was more frequently achieved among students with more advanced entry skills than among those with more minimal beginning skills. However, none of the many other factors examined showed a consistent relationship to student gain. With regard to several key factors, this finding derives from the fact that projects were so similar that no differentiations could be made: thus, all projects had a high degree of ethnic correspondence between students and staff; all projects spent the bulk of their monies on personnel; and all projects were very positively rated by their staffs. More variation was found in relation to such factors as staff;pupil ratio (from 1:4 to 1:12) and class size (from 5-23), but no systematic differences were found and this is consistent with expectations based on the literature. Large variations were noted in monthly cost per student, size of enrollment, and staff size and termination rate. However, none of these factors were systematically related to student outcome either. It would appear that project effectiveness is more a function of an ideal and complex mix of program features, and organizational and teaching quality, than of individual, discrete program variables.

Termination Rates

The second major dependent variable evaluated in this study was the student termination rates (defined as # terminated ÷ cumulative enrollment). Table 54 presents the overall termination rate and rank order of rates on a project basis, and Table 55 presents the termination rates on a project typology basis.

The overall termination rate is 23.0% which compares favorably to similar literacy programs which were found to have termination rates often above 50% (see Chapter I). On a project typology basis; Type I had the lowest rate (15%), followed by Type III (28%), and Type II (36.3%).

In judgmentally assessing the program features in relation to projects' ability to retain students, none of the major program variables seem to reflect retention effectiveness. However, it does seem that those projects which performed better on reading gain also performed better on retention. This suggests that projects which have effective management and organizational approaches and quality instruction will produce both the best results in terms of reading performance and student retention. Moreover, based upon the typology rates, more structured projects, i.e., Type I, retain their students more effectively than less structured or tutoring projects.

Reasons for Termination & Reading Skills of Terminees

Table 56 presents a frequency distribution of the reasons identified for termination. In total, termination is almost equally due to student withdrawal (10.0%) and project drops (11.2%), indicating that termination is both a function of student and project decisions. The primary reasons for withdrawal are: moving (1.9%), time conflicts (2.4%), lacking interest (2.9%). The primary reason for dropping students is non-attendance (10.3%). In terms of the initial reading skills of the terminees vs. continuees (Table 57), it was found that the terminees' mean pre-test score was 310 vs. 338 for the continuees, which is significantly different ($p < .05$). We can conclude, therefore, that terminees have somewhat lower reading skills upon entrance than the continuees, and may be harder to hold.

Gain by Student Characteristics

Tables 58 through 67 present the residual gain scores for the participants in the student model based upon the previously identified student characteristics. The following is a discussion of these gains as they relate to significant differences between these groups.

Sex--No significant differences exist between the gain made by males and females.

Ethnicity--On an ethnic basis, significant differences among groups were found on both the initial test and residual gains. Scheffe contrasts indicated black students scored higher on the initial test than white and Spanish-surnamed students, who did not differ. In terms of residual gain, both black and Spanish-surnamed students gained more than white students.

This finding must be viewed, however, in the context of the students' project assignment since students were not randomly distributed on an ethnic basis; thus, it is therefore impossible to separate individual factors from program effectiveness. It should also be noted that the black and Spanish-surnamed students entering this program have higher ability than the white students entering the program, and our findings indicate that students with higher entering skills achieved the most.

This confounding context, however, does not detract from the importance of the finding, particularly since much prior research has suggested that minorities do not perform as well as whites on achievement tests.

Age & Grade Level Completed--On both an age and grade completion basis, significant differences among groups were found in both initial scores and residual gain scores.

In both cases, examining the difference by Scheffe contrasts, significant linear trends were found. This indicated that the older the students, or the more schooling they had completed, the better they did on the initial test, and the more they gained in terms of residual gain scores.

This finding may be interpreted as indicating that it is more difficult to induce improvement in a short period of time (such as the evaluation period) for students with limited or no reading skills than to upgrade the skills of more advanced students.

Thus it must be recognized that the task of improving the reading skill of illiterates and functional illiterates among youth vis a vis more advanced students, is a more difficult objective that will require longer periods of time. Moreover, from R2R's perspective, while the need to improve college students' skills is not unimportant, it seems more important to be able to effectively serve the younger age group of students since they are the potential future members of the functionally illiterate population.

Native Language--In terms of the two primary native languages, English and Spanish, native English speakers scored higher on the pre-test than native Spanish speakers. However, the two groups did not differ in terms of residual gain scores, indicating that both groups benefitted from the program.

Able to Read Native Language (if not English)--Students who can read their native language scored significantly higher on the pre-test than the non-readers of their native language. The two groups, did not differ, however, in their residual gain.

Fluent in Spoken English (if native language is not English)--Those who were fluent in spoken English scored significantly higher on the pre-test, but the two groups did not differ in residual gain.

Weeks of Enrollment--In terms of weeks of enrollment, there were significant differences among groups of students on both the initial test and residual gain. Examining both of these significances by means Scheffe contrasts on pairwise comparison and linear and quadratic trends did not reveal a simple interpretable relationship.

Proportion of Attendance--Students were grouped into four categories based upon the proportion of class sessions which they attended (i.e., # attended ÷ total # classes available):

Category 1 -	90-100%	attendance
Category 2 -	80-90%	attendance
Category 3 -	60-80%	attendance
Category 4 -	< 60%	attendance

The initial scores of the four attendance groups differed significantly. This significant difference was examined by Scheffe contrasts on pairwise comparisons which indicated that the lower attendance group scored lower than the other three groups and that the three higher groups did not differ on initial score.

The residual scores of the four attendance groups differed significantly, i.e., *those who attended a higher proportion of available classes did better than those who attended a lower proportion*. This significant difference was examined by Scheffe contrasts on pairwise comparisons which indicated that the lowest attendance group scored lower than the two higher attendance groups. Thus this finding may suggest that students who are motivated to regularly attend R2R classes achieve more than students who attend less frequently.

Reasons for Enrollment--The "reasons for enrollment" item on the data form allowed multiple reasons to be checked and therefore the responses were not mutually exclusive.

The results indicate that students who checked the item "referred by counselor" did more poorly than those who did not. On the other hand, students who indicated a self-motivating purpose, i.e., wanted to learn to read, wanted to handle life situations better, to get a job, or other, did better than students who did not indicate such motivation.

Thus, *students who perceive their participation as voluntary and related to the accomplishment of specific goals achieve more than student whose participation is perceived as non-voluntary*.

Attitude--An attitude scale (as discussed in Chapter 2) was administered at two student projects (C & E). The attitude scale scores were correlated with reading gain, and the correlation between favorable attitude score and residual gain score was .10 (N=73). This correlation is not statistically significant from 0 ($p \approx .20$). As noted above, however, there was a relationship between regularity of attendance and gain, and that may be a more effective measure of attitude than a paper and pencil test.

Hours of Instruction--As indicated in the previous chapters, students within and among projects, received widely varying amounts of instructional hours. Based upon the regression analysis, however, no significant relationship existed between gain and hours of instruction.

This finding, on initial inspection, seems to be contradictory with other research, most of which suggests that more hours will produce more gain. However, several reasons seem to account for the lack of a relationship in this study:

First, many students received much less than 100 hours of instruction and the differences in the resulting achievement are probably small compared to the large variety of other influences involved. In other words, the power to detect differences in outcomes due to differential hours of instruction is low. Second, the study only compiled instructional hours received in R2R, and did not include hours received in other classroom instruction or homework/self instructional hours. Third, the study was not designed to try to differentiate among varying levels of instructional quality; a factor which is generally regarded as the prime determinant of impact and more important than quantity (and a variable that has eluded quantification in almost all similar research). Given the factor of quality, and other important program factors, an hour (or 100 hours) of instruction in one project is not necessarily equivalent to an hour in another project.

Thus it seems more logical to assume that the study was unable to isolate and control for hours of instruction, rather than conclude that, in fact, no relationship exists between hours and gain.

Days Between Testing--A similar situation is faced when we compare gain to the number of days between pre- and post-testing. As identified in earlier chapters, the days between pre- and post-testing varied within and among projects, due to varying project schedules and the flexible nature of student participation. The regression analysis, however, indicates that no significant relationship was found and thus more days of participation does not necessarily generate more gain.

As with the previous finding, we are hesitant to conclude that there is no relationship, but that other intervening and related factors, i.e., program managment and quality, are more important. In any event, we can conclude that an effective project can produce gain in a short period of time (as evidenced by projects A and B, for example, which operated on a semester basis), while an ineffective project will produce less gain even given longer periods between testing.

Gain by Staff Characteristics

As indicated earlier, students were matched with their respective teachers or tutors. In an effort to identify if any relationship existed between certain staff characteristics and student gain, residual gain scores were compared in the cases of three staff characteristics pertaining to experience: number of years of schooling, number of years of teaching experience, and number of reading courses taken. Tables 68-70 present the results, indicating that no significant differences exist among students who have teachers/tutor with different levels of experience and education.

Table 49

PRE-TEST SRA SCORES

Student Projects	N	Pre-Test
Project A	38	415.42 (44.61)
B	327	359.62 (48.40)
C	25	389.56 (52.20)
D	9	359.00 (76.62)
E	61	267.44 (60.42)
F	21	209.14 (66.07)
G	35	235.34 (71.75)
H	47	319.38 (56.83)
I	31	309.77 (86.03)
J	16	353.06 (50.39)
K	28	358.07 (40.43)
L	97	303.49 (44.77)
M	53	284.79 (74.43)
POPULATION MEAN		330.09 (72.26)

Table 50

SRA GAIN SCORE FOR ALL STUDENT PROJECTS

N	Pre-Test	Gain
788	330.09 (72.26)	16.73 (33.90)

Table 51

RANK ORDER OF STUDENT PROJECT TYPOLOGY SRA GAIN SCORES

Type	N	Pre-Test	Gain	Residual Gain
I	544	342.03 (64.02)	18.96 (31.60)	3.37 (29.87)
II	155	307.79 (88.42)	14.06 (38.99)	-4.79 (39.38)
III	89	295.96 (69.15)	7.73 (36.50)	-12.24 (37.08)
		F (2.785) = 26.34 p< .05		F (2.785) = 10.72 p< .05

Table 52

RANK ORDER OF INDIVIDUAL PROJECT SRA GAIN SCORES

Student Projects[1]	N	Pre-Test	Gain	Residual Gain
G	35	259.34 (71.75)	37.86 (54.76)	12.13 (51.51)
D	9	351.00 (76.62)	23.56 (20.83)	9.57 (24.89)
B	327	359.62 (48.40)	21.32 (29.45)	7.39 (27.63)
M	53	284.79 (74.43)	21.72 (44.65)	.69 (44.09)
J	16	353.06 (50.39)	14.75 (23.43)	.20 (26.86)
A	38	415.42 (44.61)	8.76 (22.69)	.14 (21.25)
K	28	358.07 (40.43)	13.93 (25.20)	-.15 (23.88)
C	25	389.56 (52.20)	6.64 (24.70)	-4.44 (23.45)
L	97	303.49 (44.77)	12.99 (28.05)	-6.27 (27.51)
H	47	319.38 (56.83)	9.06 (28.16)	-8.68 (26.31)
I	31	309.77 (86.03)	6.48 (41.99)	-12.18 (40.96)
E	61	267.44 (60.42)	3.65 (37.45)	-17.79 (40.75)
F	21	209.14 (66.07)	10.14 (46.78)	-18.07 (49.56)
		F (12,775) = 47.65 p< .05		F (12,775) = 5.01 p< .05

---

[1] While Project "D" is primarily a program serving white college students, only the Spanish surnamed group component was pre- and post-tested since the white college group "peaked out" on the pre-test.

Table 53

COMPARISON OF MAJOR PROGRAM VARIABLES TO RANK ORDER OF PROJECT EFFECTIVENESS

STUDENT PROJECTS	$\bar{X}$ RESIDUAL GAIN	PRE-TEST GSV SCORE	FORM OF INSTRUCTION	% PERSONNEL OF TOTAL BUDGET	MONTHLY COST PER STUDENT	STAFF:PUPIL RATIO	CLASS SIZE	DOMINANT STUDENT ETHNICITY	% STAFF WITH DOMINANT STUDENT ETHNICITY	STAFF SIZE	STAFF TERMINATION RATES	STAFF QUESTIONNAIRE RATINGS	CUMULATIVE ENROLLMENT	CREDIT
G	12.13	235	C	79%	$139	1:10	14	SP	83%	6	66%	-	93	Yes
D	9.57	359	C	83	123	1:10	20	W[1]	100	11	18	114	72	No
B	7.39	359	C	77	22	1:8	23	B	100	9	11	128	535	Yes
M	.69	284	C	45	81	1:5	5	SP	10	22	4	118	91	Yes
J	.20	353	C	49	121	1:4	14	SP	90	10	10	110	32	No
A	.14	415	C	76	152	1:9	16	B	80	5	0	118	71	Yes
K	-.15	358	T	80	29	-	-	B	80	10	50	-	123	No
C	-4.44	389	C	81	163	1:8	12	SP	75	8	0	107	51	Yes
L	-6.27	303	C	90	27	1:12	12	W	75	4	0	115	150	Yes
H	-8.68	319	C	48	105	1:12	12	B	38	8	0	119	119	Yes
I	-12.18	309	C	73	68	1:4	14	B/W	10/81	43	2	118	120	No
E	-17.79	267	T	78	75	-	-	W	90	62	37	115	99	No
F	-18.07	209	C	88	59	1:9	16	B	75	8	0	120	132	No

[1] Most students are white, however, only the Spanish surnamed students were tested as noted in Chapter 7.

Legend: C=class, T=tutorial, SP=Spanish surnamed, W=white, B=black.

Table 54

RANK ORDER OF STUDENT PROJECT TERMINATION RATES

Student Projects	Termination Rate %	Rank Order of Residual Gains
B	.4	3
D	13.9	1
J	15.6	5
A	21.1	4
K	25.2	6
L	27.2	9
M	28.6	7
C	35.3	8
F	35.6	13
H	36.1	10
E	38.4	12
G	47.3	2
I	62.5	11
POPULATION MEAN	23.0%	

Table 55

RANK ORDER OF STUDENT PROJECT TYPOLOGY TERMINATION RATES

Type	Termination Rate %	Rank order of SRA Residual Gain
I	15.0	1
II	36.3	2
III	28.0	3

Table 56

FREQUENCY DISTRIBUTION OF REASONS FOR TERMINATION[1]

STUDENT PROJECTS	% WITHDREW											% DROPPED			
	Moved	Health	Transpor-tation	Time Conflict	Child Care	Lack Interest	Family	Job Change	Unknown	Other	TOTAL	Non-atten-dance	Discipline Problem	Other	TOTAL
B	0	0	0	0	0	0	0	0	0	0	0	.2	0	0	.2
D	0	0	0	1.4	0	0	0	0	4.2	1.4	6.9	8.3	0	0	8.3
J	0	6.3	0	3.1	0	0	0	0	0	0	9.4	6.3	0	0	6.3
A	0	2.8	0	5.6	0	8.4	0	0	1.4	4.2	21.1	0	0	0	0
K	1.8	.9	0	1.8	0	.9	0	.9	0	.9	7.1	8.9	0	0	8.9
L	0	.7	0	0	0	4.7	1.3	0	0	0	6.7	14.0	2.0	4.0	20.0
M	3.3	0	0	0	1.1	0	0	0	0	0	4.4	0	0	0	0
C	0	0	0	0	0	0	0	0	21.6	3.9	25.5	0	0	0	0
F	0	0	0	0	0	.8	.8	0	0	0	1.5	22.7	.8	0	23.5
H	6.7	.8	0	16.0	0	8.4	0	0	0	0	31.9	3.4	0	0	3.4
E	4.0	0	0	8.1	1.0	6.1	0	0	2.0	2.0	23.2	8.1	0	2.0	10.1
G	2.2	1.1	0	3.2	0	19.4	0	0	0	2.2	28.0	26.9	2.2	0	29.1
I	10.8	0	0	3.3	0	0	0	.8	1.7	4.2	20.8	38.3	0	0	38.3
MEAN TOTAL	1.9	.5	0	2.4	.1	2.9	.2	.1	1.1	1.0	10.0	10.3	.4	.5	11.2

---

[1] *Includes multiple responses. Percentages do not necessarily equal project total termination rates due to missing data on reasons.*

Table 57

COMPARISON OF SRA PRE-TEST SCORES BETWEEN TERMINEES & CONTINUEES

Terminees		Continuees	
N	Pre-Test	N	Pre-Test
245	309.65 (81.11)	1093	337.80 (76.57)

F(1,1336)
=13.31
$p < .05$

Table 58

SRA GAIN BY SEX

SEX	N	Pre-Test	Gain	Residual Gain
Male	372	330.12 (78.09)	16.89 (35.12)	-.09 (35.10)
Female	380	329.58 (65.40)	16.72 (32.55)	-.07 (31.30)
		F (1,750) = .01 NS		F(1,750) = .0001 NS

Table 59

SRA GAIN BY ETHNICITY

ETHNICITY	N	Pre-Test	Gain	Residual Gain
Black	479	346.85 (64.85)	17.42 (30.29)	2.20 (29.56)
White	154	298.33 (63.87)	12.17 (33.82)	-6.93 (35.13)
Spanish Surnamed	112	300.61 (86.46)	20.90 (43.44)	1.37 (41.29)
American Indian	6	286.00 (63.58)	-4.83 (42.90)	-25.75 (41.45)
Asian	-	-	-	-
Other	8	364.50 (79.99)	14.50 (31.25)	1.04 (34.90)
		F(4,754) = 21.82 $p < .05$		F(4,754) = 3.22 $p < .05$

Table 60

SRA GAIN BY AGE

Age	N	Pre-Test	Gain	Residual Gain
< 14	92	261.62 (63.16)	11.15 (33.53)	-12.43 (34.41)
14 < 17	241	300.04 (67.48)	13.80 (37.95)	-5.37 (38.21)
17 < 21	252	354.79 (56.88)	18.04 (30.24)	3.65 (29.08)
21 < 34	135	372.73 (55.63)	19.58 (27.60)	6.90 (25.78)
34 < 43	23	389.00 (42.90)	16.83 (27.33)	5.69 (26.24)
43 < 64	7	367.71 (31.82)	26.86 (28.70)	13.70 (30.82)

		$F(5,744)$ $=62.04$ $p < .05$		$F(5,744)$ $= 6.41$ $p < .05$

Table 61

SRA GAIN BY GRADE LEVEL COMPLETED

Grade	N	Pre-Test	Gain	Residual Gain
2	4	165.75 (51.40)	-27.75 (63.70)	-60.08 (67.24)
3	3	224.00 (50.27)	10.00 (95.29)	-16.80 (100.04)
4	4	249.50 (40.77)	0 (14.45)	-24.38 (13.65)
5	22	250.32 (50.18)	20.57 (27.06)	-5.62 (26.40)
6	28	252.68 (63.12)	23.14 (35.33)	-.94 (33.90)
7	29	263.93 (61.80)	9.83 (41.02)	-13.18 (39.26)
8	188	291.48 (63.56)	14.39 (39.71)	-5.48 (39.26)
9	44	321.96 (53.25)	9.39 (30.12)	-8.12 (30.49)
10	28	362.43 (55.34)	11.96 (25.38)	-1.70 (25.48)
11	24	374.63 (55.54)	4.67 (28.96)	-7.84 (32.17)
12	306	364.60 (53.52	20.90 (28.72)	7.44 (26.80)
13	49	368.27 (46.09)	10.35 (26.09)	-2.76 (24.48)
14	5	393.20 (56.29)	19.40 (29.48)	8.66 (30.78)

		$F(15,753)$ $=28.35$ $p < .05$		$F(12,753)$ $= 3.45$ $p < .05$

Table 62

SRA GAIN BY NATIVE LANGUAGE

Native Language	N	Pre-Test	Gain	Residual Gain
English	659	333.29 (69.18)	15.69 (31.80)	-.64 (31.79)
Spanish	100	298.87 (83.67)	22.43 (42.69)	2.47 (40.94)

		F(1,757) = 10.14 $p < .05$		F(1,757) = .45 NS

Table 63

SRA GAIN BY ABILITY TO READ NATIVE LANGUAGE (IF NOT ENGLISH)

Able to Read	N	Pre-Test	Gain	Residual Gain
Yes	75	306.51 (83.75)	20.00 (42.98)	1.03 (42.05)
No	18	278.11 (91.64)	29.94 (45.81)	8.28 (40.82)

		F(1,91) = 8.07 $p < .05$		F(1,91) =.54 NS

Table 64

SRA GAIN BY FLUENCY IN SPOKEN ENGLISH (IF NATIVE LANGUAGE IS NOT ENGLISH)

Fluent in English	N	Pre-Test	Gain	Residual Gain
Yes	80	318.46 (78.47)	16.71 (37.35)	-1.12 (36.75)
No	17	229.47 (53.62)	37.59 (49.23)	11.31 (47.90)

		F(1,95) = 19.81 $p < .05$		F(1,95) =1.43 NS

Table 65

SRA GAIN BY WEEKS OF ENROLLMENT

# Weeks Enrolled	N	Pre-Test	Gain	Residual Gain
4-8	3	293.67 (39.50)	13.00 (26.51)	-7.19 (28.65)
8-12	270	356.87 (52.18)	19.17 (27.18)	4.99 (25.22)
12-16	65	285.57 (87.33)	28.97 (45.49)	8.01 (42.13)
16-24	121	303.92 (57.95)	11.96 (31.00)	-7.26 (30.86)
24-32	151	305.54 (77.06)	19.32 (40.18)	.26 (40.18)
32-40	129	349.58 (76.37)	5.46 (29.30)	-9.62 (31.15)
40-52	7	230.43 (50.85)	25.00 (58.49)	13.09 (72.77)
>52	14	344.57 (88.79)	14.86 (21.55)	-.50 (25.97)

Pre-Test: F(7,752) = 19.74, $p < .05$

Residual Gain: F(7,752) = 4.06, $p < .05$

Table 66

SRA GAIN BY PROPORTION OF TIMES ATTENDED

Proportion of Attendance	N	Pre-Test	Gain	Residual Gain
.9 ≤ 1.0	270	331.08 (64.40)	21.53 (30.98)	4.89 (29.75)
.8 < .9	219	336.20 (69.08)	17.17 (33.92)	1.02 (32.61)
.6 < .8	203	327.42 (77.36)	13.90 (33.39)	-3.09 (32.95)
0 < .6	79	305.56 (81.17)	7.54 (43.15)	-11.51 (43.89)

Pre-Test: F (3,767) = 3.71, $p < .05$

Residual Gain: F (3,767) = 5.82, $p < .05$

Table 67

SRA GAIN BY REASONS FOR ENROLLMENT

Reasons		N	Pre-Test	Gain	Residual Gain	
Counselor suggested:						
	Yes	256	314.03 (77.28)	11.65 (34.11)	-6.60	F(1,767) =14.97 p< .05
	No	513	337.19 (68.23)	19.16 (33.28)	3.10	
Want to learn to read:						
	Yes	605	331.94 (71.40)	18.05 (32.79)	1.49	F(1,767) =6.83 p< .05
	No	164	320.43 (74.37)	11.56 (36.63)	-6.09	
Do better in school:						
	Yes	354	320.77 (76.70)	16.48 (34.74)	-1.13	F(1,767) =.60 NS
	No	415	336.91 (67.24)	16.81 (32.88)	.73	
Handle life situations:						
	Yes	197	324.79 (75.82)	25.55 (36.40)	8.32	F(1,767) =17.64 p< .05
	No	572	331.10 (70.82)	13.60 (32.22)	-3.04	
Get a job:						
	Yes	177	331.88 (75.74)	24.59 (37.96)	7.04	F(1,767) =10.93 p< .05
	No	592	321.46 (70.94)	14.29 (32.01)	-2.27	
Other:						
	Yes	57	309.37 (97.89)	29.90 (45.18)	11.20	F(1,767) =7.27 p< .05
	No	712	331.09 (69.52)	15.60 (32.45)	-1.03	

Table 68

SRA GAIN BY STAFF NUMBER OF YEARS OF SCHOOLING

# Years	N	Pre-Test	Gain	Residual Gain
≤ 12	19	247.94 (60.82)	17.95 (57.45)	-8.12 (57.32)
13≤14	61	316.71 (69.45)	14.93 (28.60)	-4.12 (28.26)
15≤16	203	343.81 (61.83)	18.66 (35.60)	3.36 (34.82)
>16	318	341.14 (85.12)	18.58 (33.15)	2.66 (32.21)

F(3,597)
=17.60
$p < .05$

F(3,597)
=1.38
NS

Table 69

SRA GAIN BY STAFF NUMBER OF YEARS TEACHING EXPERIENCE

# Years	N	Pre-Test	Gain	Residual Gain
≤ 1	341	326.62 (66.29)	16.81 (34.56)	-.52 (34.26)
2≤5	0			
6≤10	25	333.12 (64.34)	7.24 (37.48)	-8.28 (37.60)
>10	352	339.97 (84.85)	18.19 (31.99)	1.82 (31.04)

F(2,715)
=4.17
$p < .05$

F(2,715)
=1.34
NS

Table 70

SRA GAIN BY STAFF NUMBER OF READING COURSES TAKEN

# Courses	N	Pre-Test	Gain	Residual Gain
0	654	332.77 (74.82)	17.70 (33.94)	.98 (33.24)
1-2	35	349.65 (67.91)	9.86 (27.54)	-6.31 (26.24)
3-4	14	378.04 (102.16)	15.21 (23.94)	.32 (26.90)
> 4	0			

F(2,700)
=8.92
$p < .05$

F(2,700)
=.82
NS

Adult Projects

Initial Skill Level

The adult project students' overall initial skill were measured by the REAL pre-test scores. As indicated in Table 71, the mean REAL pre-test score was 19.88, with a standard deviation of 11.98. On an individual project basis, the pre-test scores vary from a low of 14.55 to a high of 34.39. Thus, based upon the test criteria of functional literacy equaling a raw score of 36, the projects are generally serving functionally illiterate and marginally literate adults.

Overall Gain

Based upon the same analytical procedures used in assessing SRA gains, overall gains were computed for the adults. The results indicated that an overall gain of 6.15 was achieved by the adult students. This is statistically significant at the .05 level. The 95% confidence interval is 6.15 ± 1.03 (Table 72).

Thus it can be concluded that students in the R2R adult project improved in their reading skills. Since no control group was utilized, it is impossible to be certain that these effects are directly attributable to the Program. However, it is reasonable to assume that the gains are attributable to R2R since these adults are not participating in any other major educational effort and their skills upon entering were marginal.

A second issue which must be addressed is the meaningfulness of this gain in the context of the adults' entering skills. Specifically, an "average" adult entered with a score of 19.88 and gained 6.16 in the course of the evaluation period, i.e., 4-6 months, achieving an ending score of 26.03. Thus the "typical" adult has moved from "illiteracy" to "marginal literacy" but is still substantially below the functional literacy level of 36 after this amount of training. This suggests that, while gain can be expected in short periods of time, the achievement of full functional literacy can be expected to take much longer, particularly for those with very low pre-test scores.

Project Typology Gain

Table 73 presents the analysis of residual gain based upon the three previously defined adult project typologies (Chapter IV). While significant differences exist on a pre-test basis, no significant differences in residual gains were found among the three types.

Individual Project Gain

As indicated in Table 74, there are significant differences among the 11 adult projects (based upon analysis of variance). However, Scheffe contrasts indicated a difference of about 7.8 was necessary for statistical significance, leading to the conclusion that only projects R and U can be said to be superior to project P.

As with the student projects, a descriptive analysis was undertaken to try to identify program features that are similar among effective projects. Table 75 presents this analysis. The findings of this analysis, however, were inconclusive and it does not appear that any of the individual program variables which we have identified is related to project effectiveness. Thus, it appears that project effectiveness is more a function of the overall administrative capability, quality of instruction, and staff, than of any identifiable individual program features.

Termination Rates

Table 76 presents the overall termination rate and rank order of rates on a project basis. The overall mean termination rate of 30.9% compares favorably to similar literacy programs though it is higher than the student projects.

On an individual project basis, the rates vary substantially from a low of 0% to a high of 78%. These two extremes, however, should not be considered representative since the low project serves an Indian reservation (a group with almost no mobility) and the high project had to totally reorganize its volunteer tutoring component.

In comparing the project variables to the termination rates, the following was found: First, the projects that had high termination rates generally seem to be more effective in terms of achieving gain among the non-terminees. This suggests that projects with high termination rates tend to be losing those students who are more difficult to teach. Second, some of the classroom and some of the tutoring projects (both volunteer and paid) were capable of achieving better than average termination rates, suggesting that the form of instruction is not crucial to retention. This is supported by the project typology termination rates (Table 77) where the rates were reasonably similar, i.e., Type I (25.3%), Type II (29.9%), and Type III (32.2%).

Reasons for Termination & Reading Skills of Terminees

Table 78 presents the frequency of reasons for termination. Overall, more students voluntarily withdraw (21.4%) than are dropped by the projects (9.7%). The primary reasons for withdrawal include: moved (52%), unknown and other (7.8%). The primary reason for being dropped is non-attendance (8.1%).

In comparing the initial reading skills of terminees (20.71) vs. continuees and completers (20.27), we found no significant difference (Table 79). Thus we can conclude that termination is not related to any variation based upon initial skill.

Gain by Student Characteristics

Tables 80 through 90 present the residual gain scores for the participants in the adult model based upon the previously defined student characteristics. The following is a discussion of these gains and pre-test scores as they relate to differences among groups.

Sex--No significant differences exist either on the pre-test or residual gain.

Ethnicity--Significant differences exist on a pre-test basis, but no differences were found on residual gains.

Age & Grade Level--No significant differences in residual gain scores were found on the basis of age or grade level. On the pre-test score, however, people with more schooling scored higher than those with less schooling.

Native Language--No significant differences exist either on the pre-test or residual gain.

Able to Read Native Language (if not English)--Significant differences exist between those who can read their native tongue and those who cannot, with greater gains being accomplished by those adults who are literate in their native language. This suggests, that among adults, learning to read Egnlish is more easily accomplished if the individual is literate in his/her native language.

Fluent in Spoken English (if native language is not English)--Significant differences exist, with those who are fluent in spoken English performing more effectively. Thus, similar to the above, the fluent group evidently can learn to read more rapidly than the non-fluent group.

Weeks of Enrollment--No significant differences were found on a pre-test and residual gain basis.

Employment Status--Significant differences exist in residual gain. However, post-hoc analysis by Scheffe contrasts did not reveal clear interpretable results.

Proportion of Attendance--The groups differed significantly on the pre-test with higher scorers tending to be more regular attenders. The groups did not differ significantly in terms of residual change scores.

Reasons for Enrollment--Students who checked counselor suggested enrollment achieved less than those who did not check this item. No other differences were found. However, this suggests (as was the case with the student projects) that those who perceive their participation as voluntary do better than those whose participation is influenced by others.

Attitude--The attitude scale was administered at two projects (W & T). The correlation between favorable attitude and residual gain was .09 (N=59), which is not statistically significant ($p \approx 24$).

Hours of Instruction & Days Between Pre- & Post-Testing--Based upon the regression analysis, these variables were not significant in predicting gain. These findings may be interpreted similarly to the findings among the student projects.

Staff Characteristics

Tables 91-93 present the findings related to staff characteristics. On the basis of number of years of schooling among staff members, significant differences were found in residual gain. No significant differences were found on the basis of the number of years of teaching or the number of reading courses taken.

Table 71

PRE-TEST REAL SCORES

Adult Projects	N	Pre-Test
Project N	23	25.44 (11.32)
O	17	14.35 (8.13)
P	50	15.08 (9.88)
Q	14	16.14 (8.87)
R	12	26.25 (10.70)
S	13	34.39 (10.10)
T	24	26.63 (12.04)
U	19	23.42 (12.42)
V	72	18.22 (12.12)
W	37	16.22 (10.80)
X	41	20.34 (11.51)

Table 72

REAL GAIN SCORES
FOR ALL ADULT PROJECTS

N	Pre-Test	Gain
322	19.88 (11.98)	6.15 (9.54)

Table 73

RANK ORDER OF ADULT PROJECT TYPOLOGY GAIN SCORES

Type	N	Pre-Test	Gain	Residual Gain
I	116	18.31 (10.92)	6.33 (8.58)	-.33 (8.29)
II	84	22.83 (12.03)	4.79 (5.95)	-.44 (6.05)
III	122	19.34 (12.61)	6.91 (12.05)	3.58 (10.62)

F (2,319) =
3.74
p < .05

F (2.319) =
.46
NS

Table 74

RANK ORDER OF INDIVIDUAL PROJECT REAL GAIN SCORES

Adult Projects	N	Pre-Test	Gain	Residual Gain
R	12	26.25 (10.70)	8.42 (9.23)	4.27 (6.66)
U	19	23.42 (12.42)	9.16 (5.65)	4.12 (4.77)
O	17	14.35 (8.13)	11.12 (10.70)	3.21 (9.67)
N	23	25.44 (11.32)	6.13 (9.30)	1.73 (9.84)
Q	14	16.14 (8.87)	8.93 (7.56)	1.58 (6.32)
W	37	16.22 (10.80)	8.60 (13.17)	1.27 (11.66)
V	72	18.22 (12.12)	7.18 (11.77)	.49 (10.45)
T	24	26.63 (12.04)	4.38 (4.90)	.35 (5.24)
S	13	34.39 (10.10)	.62 (8.44)	-.96 (8.59)
X	41	20.34 (11.51)	3.00 (5.72)	-3.02 (5.82)
P	50	15.08 (9.88)	3.56 (6.60)	-4.12 (6.30)

F(10,311) =
6.38
p < .05

F(10,311) =
2.95
p < .05

Table 75

COMPARISON OF MAJOR PROJECT VARIABLES TO RANK ORDER OF PROJECT EFFECTIVENESS

ADULT PROJECTS	$\bar{X}$ RESIDUAL GAIN	PRE-TEST REAL SCORE	CUMULATIVE ENROLLMENT	FORM OF INSTRUCTION	CLASS SIZE	STAFF:PUPIL RATIO	CREDIT	% PERSONNEL OF TOTAL BUDGET	MONTHLY COST PER STUDENT	DOMINANT STUDENT ETHNICITY	% STAFF WITH DOMINANT STUDENT ETHNICITY	STAFF SIZE	STAFF TERMINATION RATES	STAFF QUESTIONNAIRE RATINGS
R[1]	4.27	23	136	C	10	1:10	No	76%	277	SP	28%	97	78 %	105
U	4.12	26	80	T			Yes	85	143	W	96	25	24	116
O	3.21	14	121	C	5	1:5	No	78	91	SP	39	18	6	120
N	1.73	26	55	C	5	1:5	No	77	69	W	100	5	0	121
Q	1.58	17	72	C	7	1:7	No	70	79	I	100	3	0	128
W	1.27	14	115	T			No	34	68	B	27	104	16	114
V	.49	15	182	T			No	68	64	B	36	121	18	108
T	.35	30	53	T			No	57	114	M	-	8	62	112
S	-.96	28	46	T			No	88	189	M	-	43	30	117
X	-3.02	24	111	T			No	82	79	M	-	19	42	113
P	-4.12	17	227	C	20	1:20	No	88	85	SP	28	18	22	113

---

[1] *Project R's tutorial component was discontinued, in effect, during the course of the evaluation (see Chapter 7).*

Legend: C=class, T=tutorial, SP=Spanish surnamed W=white, B=black.

Table 76

RANK ORDER OF ADULT PROJECT TERMINATION RATES

Adult Projects	Termination Rate %	Rank Order of Residual Gain
Q	0	5
P	23.3	11
W	23.5	6
S	23.9	9
X	24.3	10
V	26.0	7
T	28.3	8
N	34.3	4
U	38.7	2
O	39.7	3
R	77.9	1
POPULATION MEAN	30.9 %	

Table 77

RANK ORDER ADULT PROJECT TYPOLOGY TERMINATION RATES [1]

Type	Termination Rate %	Rank Order of REAL Residual Gain
I	25.3	2
II	29.9	3
III	32.2	1

---

[1] Project "R" is included in Type III for this analysis since all of their terminees came from the tutoring component.

Table 78

FREQUENCY DISTRIBUTION OF REASONS FOR TERMINATION

ADULT PROJECTS	% WITHDREW											% DROPPED			
	Moved	Health	Transportation	Time Conflict	Child Care	Lack Interest	Family	Job Change	Unknown	Other	TOTAL	Non-attendance	Discipline Problem	Other	Sub-total
Q	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P	2.2	.9	.4	1.3	.9	.4	0	.4	3.5	4.0	14.1	12.8	0	0	12.8
W	.9	3.5	0	.9	0	1.7	0	.9	0	0	7.8	6.1	.9	12.2	19.1
S	0	0	0	0	2.2	0	0	0	0	10.9	13.0	2.2	0	0	2.2
X	26.1	1.8	0	.9	0	0	0	.9	.9	1.8	32.4	.9	.9	.9	2.7
V	1.7	.5	0	0	0	0	0	2.2	0	.5	5.0	15.4	0	0	15.4
T	1.9	1.9	0	0	0	1.9	1.9	0	11.3	5.9	24.5	0	0	0	0
N	3.6	3.6	1.8	3.6	0	0	1.8	16.4	0	0	30.9	0	0	0	0
U	6.3	1.2	1.2	2.5	2.5	6.3	2.5	2.5	0	11.2	36.3	1.2	0	2.5	3.8
O	0	4.1	0	6.6	0	.8	.8	2.5	2.5	1.7	19.0	4.1	0	0	4.1
R	11.8	1.5	1.5	2.9	7.5	7.4	0	1.5	4.4	27.9	60.3	18.4	0	0	18.4
MEAN TOTAL	5.2	1.7	.4	1.8	.6	1.7	.4	1.9	2.0	5.8	21.4	8.1	.2	1.4	9.7

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 79

COMPARISON OF REAL PRE-TEST SCORES BETWEEN TERMINEES & CONTINUEES

Terminees		Continuees	
N	Pre-Test	N	Pre-Test
192	20.71 (12.3)	534	20.27 (12.4)

F(1,724)
=.78
NS

Table 80

REAL GAIN BY SEX

SEX	N	Pre-Test	Gain	Residual Gain
Male	122	21.54 (11.00)	5.18 (8.57)	-.46 (8.88)
Female	163	18.54 (18.96)	6.87 (10.09)	.42 (9.06)

F (1,283) =
3.21
NS

F (1,283) =
.75
NS

Table 81

REAL GAIN BY ETHNICITY

ETHNICITY	N	Pre-Test	Gain	Residual Gain
Black	96	18.54 (12.01)	7.30 (11.79)	.88 (10.23
White	75	23.68 (12.32)	5.49 (7.79)	.65 (8.00)
Spanish Surnamed	98	19.57 (11.24)	4.70 (6.89)	-1.40 (6.62)
American Indian	12	16.83 (9.20)	6.75 (4.98)	-.19 (3.80)
Other	7	12.71 (10.66)	7.57 (10.49)	-.63 (11.13)

F (4,283) =
2.51
$p < .05$

F (4,283) =
1.30
NS

Table 82

REAL GAIN BY AGE

Age	N	Pre-Test	Gain	Residual Gain
< 14	4	13.5 (8.54)	15.50 (10.47)	7.32 (7.87)
14 < 17	13	22.1 (10.42)	9.08 (11.10)	3.61 (9.86)
17 < 21	47	21.1 (10.63)	3.94 (9.15)	-1.96 (8.62)
21 < 34	73	22.8 (11.81)	4.66 (8.38)	-.83 (8.06)
34 < 43	50	21.2 (11.81)	6.14 (7.46)	.39 (6.41)
43 < 64	57	16.6 (12.50)	6.21 (9.72)	-1.07 (9.43)
> 65	18	16.3 (13.09)	9.11 (12.75)	1.69 (11.37)
		F(6,255) =2.07 NS		F(6,255) =1.62 NS

Table 83

REAL GAIN BY GRADE LEVEL COMPLETED

Grade[1]	N	Pre-Test	Gain	Residual Gain
0	119		16.96 (10.50)	-1.39 (7.61)
1	3	6.67 (6.43)	9.00 (12.12)	-1.20 (10.99)
2	5	20.80 (8.93)	9.80 (14.99)	4.07 (12.67)
3	9	12.44 (11.39)	10.22 (13.09)	1.94 (12.60)
4	13	13.39 (9.17)	9.31 (1 .60)	1.31 (12.44)
5	6	11.83 (13.99)	7.50 (10.31)	-.97 (9.30)
6	21	17.14 (11.20)	6.43 (14.92)	-.42 (13.36)
7	18	22.78 (13.55)	3.72 (6.59)	-1.40 (7.60)
8	24	22.67 (13.37)	5.50 (10.23)	.34 (8.31)
9	26	25.92 (12.56)	8.19 (9.09)	4.03 (7.32)
10	23	25.91 (10.85)	3.91 (7.70)	-.25 (7.63)
11	13	27.39 (11.39)	8.15 (7.60)	4.44 (5.76)
12	20	27.00 (8.08)	3.75 (7.99)	-.08 (7.21)
		F(11.290) =4.24 p < .05		F(11,290) =1.02 NS

Table 84

REAL GAIN BY NATIVE LANGUAGE

Native Language	N	Pre-Test	Gain	Residual Gain
English	171	20.75 (12.31)	6.51 (10.54)	.77 (9.61)
Spanish	103	19.18 (11.36)	4.81 (6.74)	-1.42 (6.61)
American Indian	12	16.83 (9.20)	6.75 (4.98)	-.19 (3.80)
		F (2,290) = 1.74 NS		F (2,290) = 1.31 NS

Table 85

REAL GAIN BY ABILITY TO READ NATIVE LANGUAGE (IF NOT ENGLISH)

Able to Read	N	Pre-Test	Gain	Residual Gain
Yes	79	18.54 (11.41)	5.18 (6.82)	-1.33 (6.67)
No	34	18.79 (11.48)	5.21 (7.52)	-1.14 (7.49)
		F (1,111) = 1.02 NS		F (1,111) = 1.88 p < .05

Table 86

REAL GAIN BY FLUENCY IN SPOKEN ENGLISH (IF NATIVE LANGUAGE IS NOT ENGLISH)

Fluent in English	N	Pre-Test	Gain	Residual Gain
Yes	28	26.46 (11.15)	5.36 (7.94)	1.36 (7.18)
No	95	15.85 (9.93)	5.11 (6.48)	-2.14 (6.43)
		F (1,121) = 23.34 p < .05		F (1,121) = 6.06 p < .05

Table 87

REAL GAIN BY WEEKS OF ENROLLMENT

# Weeks Enrolled	N	Pre-Test	Gain	Residual Gain
< 4	1	16.00 (0)	0 (0)	-7.39 (0)
4-8	1	6.00 (0)	12.00 (0)	1.45 (0)
9-12	9	26.11 (10.75)	5.78 (8.32)	1.59 (7.37)
12-16	7	20.71 (13.56)	3.00 (8.32)	-2.90 (6.50)
16-24	21	20.48 (11.85)	5.38 (4.25)	-.59 (4.60)
24-32	70	19.11 (11.60)	6.32 (8.91)	-.22 (8.43)
32-40	81	18.26 (11.21)	5.39 (9.05)	-1.42 (8.47)
40-52	15	26.27 (10.45)	2.94 (8.74)	-1.64 (8.99)
> 52	71	22.20 (11.94)	6.42 (10.12)	.99 (9.24)
		F(8,267) =1.64 NS		F(8.267) =.68 NS

Table 88

REAL GAIN BY PROPORTION OF TIMES ATTENDED

Proportion Attended	N	Pre-Test	Gain	Residual Gain
.9 ≤ 1.00	57	25.61 (12.05)	4.49 (8.23)	.14 (8.11)
.8 < .9	56	20.32 (12.00)	7.34 (9.32)	1.32 (7.97)
.6 < .8	95	19.00 (12.25)	6.67 (9.94)	.23 (9.20)
.0 < .6	106	17.29 (10.71)	5.86 (9.24)	-1.12 (8.61)
		F(3,310) =6.53 p< .05		F(3,310) =1.06 NS

Table 89

REAL GAIN BY REASONS FOR ENROLLMENT

Reasons	N	Pre-Test	Gain	Residual Gain	
Counselor suggested:					
Yes	61	18.66 (10.44)	4.15 (6.31)	-2.40 (7.00)	F(1,303)
No	244	20.06 (12.33)	6.61 (9.89)	.51 (8.89)	=5 62 p < .05
Want to learn to read:					
Yes	286	19.68 (12.13)	5.99 (9.11)	-.20 (8.51)	F(1,303)
No	19	19.78 (11.98)	8.00 (12.35)	1.78 (10.30)	=.93 NS
Do better in school:					
Yes	75	25.01 (12.26)	4.99 (9.62)	.45 (8.35)	F(1,303)
No	230	18.07 (11.39)	6.49 (9.23)	-.25 (8.73)	=.37 NS
Handle life situations:					
Yes	129	16.95 (10.89)	5.99 (6.62)	-1.10 (6.67)	F(1,303)
No	176	26.85 (12.32)	6.21 (10.91)	.67 (9.77)	=3.14 NS
Get a job:					
Yes	132	21.98 (12.06)	4.85 (8.15)	-.55 (8.03)	F(1,303)
No	173	18.10 (11.66)	7.01 (10.07)	.29 (9.06)	=.20 NS
Other:					
Yes	23	14.87 (10.80)	8.61 (12.77)	.86 (11.50)	F(1,303)
No	282	20.18 (11.99)	5.92 (8.98)	-.15 (8.37)	=.29 NS

Table 90

REAL GAIN BY EMPLOYMENT STATUS

Status	N	Pre-Test	Gain	Residual Gain
> 20 hours	148	20.45 (11.79)	5.18 (8.09)	-.65 (7.89)
< 20 hours	20	18.85 (13.14)	2.40 (14.10)	-3.92 (12.71)
Unemployed	107	20.49 (12.07)	7.31 (9.25)	1.49 (8.08)
Full-time student	2	21.00 (4.24)	14.50 (6.36)	8.83 (5.07)
		F (3,273) = .11 NS		F (3.273) = 3.62 $p < .05$

Table 91

REAL GAIN BY STAFF NUMBER OF YEARS OF SCHOOLING

# Years	N	Pre-Test	Gain	Residual Gain
≤ 12	66	25.06 (12.06)	6.05 (8.26)	1.37 (7.95)
13≤ 14	23	20.13 (12.11)	8.61 (9.70)	1.87 (8.24)
15≤ 16	105	17.43 (12.66)	7.64 (11.54)	.98 (9.85)
>16	74	18.04 (11.03)	4.39 (5.18)	-2.40 (6.29)
		F(3,264) =12.87 $p < .05$		F(3,264) =3.40 $p < .05$

Table 92

REAL GAIN BY STAFF NUMBER OF YEARS TEACHING EXPERIENCE

# Years	N	Pre-Test	Gain	Residual Gain
≤ 1	66	24.14 (12.25)	5.70 (8.04)	.62 (7.29)
2≤5	0			
6≤10	44	18.74 (13.24)	8.14 (11.55)	1.25 (10.68)
>10	139	17.83 (11.82)	5.38 (8.90)	-1.30 (7.91)
		F(2,248) = 14.30 p < .05		F(2,248) = 2.17 NS

Table 93

REAL GAIN BY STAFF NUMBER OF READING COURSES TAKEN

# Courses	N	Pre-Test	Gain	Residual Gain
0	190	18.76 (12.55)	5.88 (9.82)	-.57 (8.78)
1-2	26	24.77 (10.89)	4.00 (6.50)	-1.08 (6.15)
3-4	3	26.00 (2.00)	7.00 (7.21)	2.77 (6.79)
>4	1	31.00 (0)	6.00 (0)	3.36 (0)
		F(3,216) = 4.79		F(3,214) = .26 NS

FOOTNOTES
TO THE INTRODUCTION

1. cf., for example: Bormuth, J. Reading literacy: its definition and assessment. *Reading Research Quarterly* IX, No. 1 (1973-74) 7-66; and, Harman, D. Illiteracy: an overview. *Harvard Educational Review*, Vol. 40(2) (May 1970) 226-243.

2. Harris, L. & Associates, Inc. *Survival literacy study*. Conducted for the National Reading Council, September 1970, mimeo.

3. U.S. Office of Education Position Paper, *The Right to Read Strategy*.

4. Hansen, L. & Hesse, K. A criterion-referenced assessment of reading literacy using the cloze procedure. Paper presented at Annual Meeting, American Educational Research Association, April 1974.

5. See, e.g., Hansen & Hesse, op. cit.; and Bormuth, op. cit.

6. National Education Association. *Research Bulletin*. Washington, D. C., 1972; also see Robert Wallace, "The Washington Monthly," September 1973, p. 35.

7. The Public Health Service, *Literacy Among Youth 12-17 Years*, "National Health Survey" (Series 11-13).

8. Harman, op. cit.

9. Ibid., p. 226.

10. Sticht, T., et al. Project REALISTIC: determination of adult functional literacy skills levels. *Reading Research Quarterly*. Vol. VII, No. 3 (Spring, 1972) 424-465; also, Harman, op. cit.

11. Caughran, A. & Lindlof, J. Should the "Survival Literacy Study" survive? *Journal of Reading*, vol. 15, no. 6 (March 1972) 429-435; O'Donnell, M. F. Reading for the untaught—working with adult illiterates. *Journal of Reading*, Vol. 17, no. 1 (october 1973) 32-35; and Bormuth, op. cit.

12. Literacy House. Definitions and concept of functional literacy: an analysis and interpretation. Research Studies, 2. Lucknow, India, 1967, ED 032 509.

13. (1) National Assessment of Educational Progress, Report 02-R-20. Reading Summary, Education Commission of the States, 1972. (2) Adult Performance Level Project Staff. The Adult Performance Level Study. Austin, Texas: University of Texas, January 1973. (3) Sharon, A. Reading activities of American adults. Princeton: Educational Testing Service, December 1972; and, ______________. What do adults read? Reading Research Quarterly, Vol. IX, no. 2 (1973-74) 150-169. (4) Sticht, T., et al., op. cit. (5) Harris, L. & Associates, Inc., op. cit.

14. Massachusetts Council for Public Schools, Inc. Teaching adults to read: research and demonstration in a program of volunteer community action. Boston: Report on the project for adult literacy, March 1969, ED 039 417.

15. See: Fitzgibbon, T. J. The use of standardized instruments with urban and minority-group pupils. New York: Harcourt, Brace Jovanovich, Inc., n.d; Green, D. R. Racial and ethnic bias in test construction. Monterey, Calif.: McGraw Hill, adapted from Final Report of United States Office of Education, Contract No. OEC-9-70-0058(057), n.d.; Caylor, J. & Sticht, T. The problem of negative gain scores in the evaluation of reading programs, Paper presented at Annual Meeting, American Education Research Association, April 1974.

16. U.S. Office of Education, Briefing Paper, April 1974, p. 1.

17. U.S. Office of Education Position Paper, The Right to Read Strategy, op. cit.

FOOTNOTES

TO CHAPTER ONE

1. Winston, S. Illiteracy in the United States. Chapel Hill, North Carolina: University of North Carolina, 1930.

2. See: Ginzberg. & Bray, D. W. The Uneducated. New York: Columbia University Press, 1953; Harris, L. & Associates Inc. Survival literacy study. Conducted for the National Reading Council, September 1970, mimeo.; Harris, L. & Associates, Inc. The 1971 national reading difficulty index: a study of functional reading ability in the United States. Conducted for the National Reading Center, August 1971, mimeo.; and, Bureau of the Census. Statistical abstract of the United States. Washington D. C.: Government Printing Office, 1973.

3. Although Harris, in 1971, found that the 16 year old age group was the least equipped to deal with reading problems. (This finding was quite an anomaly, however, since it directly contradicted the findings of his study the year before.)

4. Harman, D. Illiteracy: an overview. Harvard Educational Review, Vol. 40, no. 2 (May 1970) 226-243.

5. National Education Association. The world problem of illiteracy. Research Bulletin, May 1972, 50, 53-58.

6. Johnson, D. Sex differences in reading across cultures. Reading Research Quarterly, Vol IX, no. 1 (1973-74) 67-86.

7. Manpower Administration. Effect of basic literacy training on test scores. Washington, D. C.: U.S. Training and Employment Service. September 1969, ED 057 169; and, Massachusetts Council for Public Schools, Inc. Teaching adults to read: research and demonstration in a program of volunteer community action. Boston: Report on the project for adult literacy, March 1969, ed 039 417.

8. Uroff, S. An analysis of the reading achievement growth and opinions of students in grades 10-12 in remedial classes designed to meet States of California minimum reading standards. Dissertation Abstracts, Vol. 33, no. 6, 1972A, p. 2777.

9. Ginzberg, E. & Bray, D. W., op. cit.; Lanning, F. W. & Many, W. A. *Basic education for the disadvantaged adult: theory and practice*. New York: Houghton Mifflin Co., 1966; Harris 1970, op. cit.; Corder, R. The information base for reading: a critical review of the information base for current assumptions regarding the status of instruction and achievement in reading in the United States. Berkeley, Calif.: Educational Testing Service, 1971, ED 054 922; and, National Center for Health Statistics. *Literacy among youths 12-17 years - United States*. Rockville, Md.,: December, 1973.

10. Harris 1971, op. cit.

11. Winston, op. cit.; Harris 1970, op. cit.; Harris 1971, op. cit.

12. National Center for Health Statistics, op. cit.

13. Lanning, op. cit.; Harris 1970, op. cit.; Harris 1971, op. cit.; Corder, op. cit.; National Education Association. *Research Bulletin*. Washington, D. C. 1972.; National Center for Health Statistics, op. cit.

14. Harris 1970, op. cit.; Harris 1971, op. cit.; Corder, op. cit.; National Center for Health Statistics, op. cit.; and Adult Performance Level Project Staff, op. cit.

15. Coleman, J., et al. *Equality of educational opportunity*. Washington, D. C.: Government Printing Office, 1966; and, Jencks, C. *Inequality*, Cambridge: Harvard Univ. Press, 1973.

16. Office of Education Performance Review. School factors influencing reading achievement: a case study of two inner city schools. New York, March 1974; and, Corder, op. cit.

17. Office of Education Performance Review, op. cit.

18. Manpower Administration, op. cit.

19. Martin, M. & Smith, E. Do literacy programs make a difference? March 1971, ED 055 734.

20. Massachusetts Council for Public Schools, Inc., op. cit.

21. Heitzman, A. J. & Putnam, M. Token reinforcement and adult basic education. *Journal of Reading*, vol. 15 (Feb. 1972) 330-334.

22. Lowther, B. The effects of verbal and monetary incentives on reading in adult illiterates. Final report. Naperville, Ill.: North Central College, August 1973, ED 080 974.

23. Golub, L. A computer assisted literacy development program. Journal of Reading, Vol. 17, no. 4 (January 1974) 279-284.

24. Caldwell, R. M. Literacy development using a programmed text and computer-assisted instruction. Paper presented at Annual Meeting, American Educational Research Association, April 1974.

25. Bailey, N. Reading instruction for basic adult literacy. Speech given at the Annual Convention of the International Reading Association, 1969, ED 064 686; and, Massachusetts Council for Public Schools, Inc., op. cit.

26. Eagleton, C. J. Reciprocal effects of eleventh and twelfth graders as tutors to sixth graders in reading, written expression, and attitude modifcation. Ed. D. 1973, Dissertation Abstracts, p. 7513-A, June 1974.

27. Hartman, op. cit.; Office of Education Performance Review, op. cit.

28. Rauch, S. Administrators' guidelines for more effective reading programs. Journal of Reading, vol. 17, no. 4 (January 1974) 297-300.

29. Office of Education Performance Review, op. cit.

30. Quirk, T. J., et al. The classroom behavior of teachers during compensatory reading instruction, Paper presented at Annual Meeting of American Educational Research Association, April 1974.

31. Browne, M. P. Browne's observational system. Paper presented at Annual Meeting of International Reading Association, May 1974.

32. Hartman, op. cit.; Office of Education Performance Review, op. cit.

33. Novak, B. J. & Weinant, G. E. Why do evening school students dropout? Adult Education, vol. XI (Autumn 1960) 40-45.

34. Massachusetts Council for Public Schools, Inc., op. cit.

35. Hartman, op. cit.

36. Prins, J. V. A study to determine reasons adults drop out of an adult basic education literacy program. Ed.D., *Dissertation Abstracts*, 1972, 72-28475: and Martin & Smith, op. cit.

37. Osso, N. Adult basic education program statistics: Students and staff data, Department of Health, Education & Welfare No. 72-22, 1971.

38. School of Education, University of Missouri-Kansas City. *Adult Basic Education - National Teacher Training Study*, Part IV: Final Report and Recommendations. Nov. 1973.

39. Ibid.

40. Massachusetts Council for Public Schools, op. cit.

41. Ibid.

42. Harris 1971, op. cit.

43. Hansen, L. & Hesse, K. A criterion-referenced assessment of reading literacy using the cloze procedure. Paper presented at Annual Meeting,American Educational Research Association, April 1974.

44. Massachusetts Council for Public Schools, op. cit.

45. Tuinman, Jaap. Passage dependency of comprehension questions. Reading Research Quarterly, vol. IX, no. 2, (1973-74) 206-223.

46. Caylor, J. & Sticht, T. The problem of negative gain scores in the evaluation of reading programs. Paper presented at Annual Meeting, American Educational Research Association, April 1974.

APPENDIX

EVALUATION OF THE COMMUNITY BASED RIGHT TO READ PROGRAM

CONTRACT NO.: OEC-0-73-5174
SB-3-2-0-8-(a)-73(c)380

September 30, 1974

167

APPENDIX TABLE OF CONTENTS

page

EVALUATION INSTRUCTIONS MANUAL 1

TEST INSTRUCTIONS 20

READING TESTS 39

STUDENT FORMS 71

STAFF FORMS 77

PROJECT FORMS 82

PROJECT PROFILES 93

EVALUATION INSTRUCTIONS MANUAL

169

EVALUATION INSTRUCTIONS MANUAL

R2R COMMUNITY BASED PROJECTS

I. INTRODUCTION

During FY 74, Pacific T. & T. A. will be conducting an evaluation study of 24 randomly-selected community based R2R projects. Your project has been selected for inclusion in the study sample.

The purpose of the evaluation is to measure the project's effectiveness in achieving R2R program objectives and to identify the factors which contribute to successful outcomes.

The primary objective of the national R2R program is improvement in reading performance. For this reason, we are placing primary emphasis on securing pre- and post- reading test scores for every program participant, in order to measure the extent of reading improvement over time. Pacific T. & T. A. has undertaken an extensive research effort to locate the very best reading tests for this purpose and all sampled projects will be utilizing one of the two designated reading tests, for evaluation purposes, as follows:

READING TESTS

(1). For all projects primarily serving out-of-school adults, the test which has been selected is the R/EAL. This is a life-related test capable of yielding a score for persons with limited reading skills.

(2). For all projects primarily serving in-school populations, (i.e., junior and senior high school and college students) the SRA Multi-Level Achievement Series has been designated. This is a relatively new school-type standardized test with a broad span of reading levels.

The testing schedule will allow for a six-month calendar interval between the pre- and post-tests for all those who remain in the program throughout this time period. In addition, we are asking projects to test every late enrollee, as soon as possible after enrollment, and every terminee--so as to insure a complete pre/post reading performance record on every participant.

In order to identify those factors which relate to improvement in reading performance, we will also require specific information about student characteristics, student attendance, staff characteristics, and student attitudes. Four forms have been developed to secure this information, as follows:

DATA FORMS

(1). An individual Student Data Form, to be completed by (or for) every program participant. This form is being provided to the projects, pre-printed and pre-numbered, in triplicate sets, with carbon inserts. The original (white) copy is to be retained by the project, for your own records; *the first carbon (blue) copy is to be sent to Pacific T. & T. A. upon enrollment; the second carbon (yellow) is to be sent to Pacific T. & T. A. upon termination*, at which time the termination portion of the form is to be completed.

(2). A one-page Student Attendance Data Form, to be completed monthly, covering sessions and hours attended.

(3). An individual Staff/Volunteer Data Form, to be completed by every staff member--administrators, teachers, tutors and secretaries; full-time and part-time; paid and volunteer. This form is being provided, like the Student Data Form, pre-printed and pre-numbered, in triplicate sets, with carbon inserts. The original (white) copy is to be retained by the project, for your own records; *the first carbon (blue) copy is to be sent to Pacific T. & T. A. upon enrollment; the second carbon (yellow) copy is to be sent to Pacific T. & T. A. upon termination*, at which time the termination portion of the form is to be completed.

(4). A one-page Attitude Scale, to measure attitudes toward reading, has been developed by Pacific T. & T. A. for use with student and adult populations. This test will be administered only once, during the post-reading test period in May-June 1974.

THIS MANUAL DETAILS THE PROCEDURES FOR EACH OF THE THREE DATA FORMS: THE STUDENT DATA FORM, THE STUDENT ATTENDANCE DATA FORM, AND THE STAFF/VOLUNTEER DATA FORM. Specific instructions for administering the reading and attitude tests will be provided separately. Timetables for administering these tests are, however, also included in this manual. Instructions pertaining to the data forms, contained in this manual, include: who should complete each form, when they should be completed, how they should be completed, and when they should be returned to Pacific T. & T. A.

When all procedures have been implemented, the complete file on every enrollee will consist of:

- a Reading pre-test score
- a completed Student Data Form
- Monthly Attendance Data
- a Reading post-test score
- an Attitude Scale score

plus, for terminees, a statement of the date and reasons for termination, recorded on the Student Data Form.

The complete file on each staff member will be comprised of a completed Staff/Volunteer Data Form; plus, for terminees, a statement of the date and reasons for termination, recorded on the bottom section of the Staff/Volunteer Data Form.

In addition to the provision and collection of forms, Pacific T. & T. A. staff will visit you on-site three times in the course of the study. During these visits, we will assist you with testing and form completion and observe your program in action. You are invited to call us, collect, whenever you have any questions about the evaluation procedures.

II. EVALUATION SCHEDULE

Pacific T. & T. A. will be collecting the data identified during the period between November 26, 1973 and June 30, 1974. The following will explain the overall data collection schedule for this period:

(1) November 26 through December 14

During this period, a Pacific T. & T. A. staff member will be at your project for one week to provide you with reading test materials and to help you administer them to all students enrolled at the time. At the end of this week, Pacific T. & T. A. will collect all reading test booklets, or answer sheets, for scoring and computer processing.

(2) December and January

(a) Beginning December 1, you should maintain attendance records on all enrollees, covering the number of sessions attended, the number of sessions absent, and the number of hours attended, using your own form and system.

(b) Toward the end of January, Pacific T. & T. A. will mail you:

- o Student Data Forms for all enrollees
- o Staff/Volunteer Data Forms for all staff members
- o A student Attendance Data Form, covering December and January

(c) Between receipt of the packet and the last day of the month, you should:

- o Have every staff member complete a Staff/ Volunteer Data Form.
- o Complete a Student Data Form for every program participant
- o Record attendance information (for December and January) on the student Attendance Data Form

(d) *Administer reading tests to all students who were not tested during the scheduled testing dates*--due to absence or late enrollment. (It is suggested that testing be done in groups, where this is compatible with your program design, in order to reduce the staff burden in connection with testing, so long as testing can be completed within the month.) *January 25 has been established as the target date for completing all initial reading tests.*

BEST COPY AVAILABLE BEST COPY AVAILABLE

(3) February

(a) Prior to the 5th day of the month, mail to Pacific T. & T. A. the forms completed during the preceding month, including:

- o Blue copies of the Staff/Volunteer Data Forms for all staff employed currently
- o Blue copies of the Student Data Forms for all enrollees*
- o Reading test booklets (R/EAL), or answer sheets (SRA), for all enrollees tested after the designated testing dates
- o Completed Attendance Data Forms for December and January

*Note:

For students who were enrolled on December 1, but terminated prior to receipt of the Data Forms, fill in as much information as you can--including termination information--and send us both the blue and yellow copies.

BEST COPY AVAILABLE BEST COPY AVAILABLE

(4) March

(a) Prior to the 5th day of the month, mail to Pacific T. & T. A. the forms completed during the preceding month, including:

- Blue copies of the Staff/Volunteer Data Form for new staff members beginning employment during February
- Yellow copies of the Staff/Volunteer Data Form for all staff members terminating in February (with termination portion filled out)
- Blue copies of the Student Data Form for enrollees entering the program in February
- Yellow copies of the Student Data Form for enrollees leaving the program in February (with termination portion filled out)
- Reading test booklets (R/EAL, or answer sheets (SRA), for all enrollees tested during February (i.e., February enrollees and terminees)
- Student Attendance Data form for February

(5) April

Repeat process as shown for March.

(6) May

Repeat process as shown for March, but do not administer pre-reading tests to new enrollees.

(7) May-June

During this period, a Pacific T. & T. A. staff member will be at your project for one week to help you to administer the post reading test and the attitude test to all currently enrolled students. Specific testing dates will be arranged in consultation with you. At the end of this week, Pacific T. & T. A. will collect all reading and attitude test booklets and answer sheets for scoring and computer processing.

The following two schedules are provided for your reference.

MONTHLY EVALUATION ACTIVITIES SCHEDULE

EVALUATION ACTIVITY	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Administer Reading Test to all current enrollees (pre-test period)	x	x x x x	x x x					
2. Complete Staff/Volunteer Data Form for all current employees and volunteers			x x					
3. Complete Student Data Form for all current enrollees			x x					
4. Keep attendance records on all enrollees		x x x x	x x x x					
5. Record Dec. & Jan. attendance on Data Form			x					
6. Mail 2, 3, and 5 to Pacific T. & T. A.				x				
7. Complete Student Data Forms for all new enrollees				x x x x	x x x x	x x x x	x x x x	
8. Complete Staff/Volunteer Data Forms for all new staff and volunteers				x x x x	x x x x	x x x x	x x x x	
9. Complete termination information for all student & staff terminees on Student and Staff Data Forms				x x x x	x x x x	x x x x	x x x x	
10. Complete student Attendance Data Form				x	x	x	x	
11. Administer Reading Test to new enrollees			x	x x x x	x x x x	x x x x		
12. Administer Reading Test to student terminees			x	x x x x	x x x x	x x x x	x x x	
13. Mail 7, 8, 9, 10, 11 & 12 to Pacific T. & T. A.					x	x	x	x
14. Administer Reading Test & Attitude Test to all current enrollees (post-test period)							x x	x x

CHECKLIST OF EVALUATION ACTIVITIES

FOR WHOM	WHAT TO DO	WHEN TO DO IT
All current staff	Complete Staff/Volunteer Data Forms	January, and succeeding months for new staff, through May
All students, including: - those enrolled in December - all new enrollees (January through May)	Administer Pre-Reading Tests	November-January, and succeeding months for late enrollees, through April
	Complete Student Data Forms	January, and succeeding months for late enrollees, through May
	Maintain attendance records and record on Attendance Data Forms	Monthly, December through May
	Administer Post-Reading Tests	May-June, or upon termination, if prior to the May-June testing period
	Administer Attitude Scale	May-June
Staff terminating Feb. 1 and after	Complete termination section of Staff/Volunteer Data Forms	Upon termination
Terminating students	Complete termination section of Student Data Forms	Upon termination
	Administer post-reading tests	Upon termination

STAFF/VOLUNTEER DATA FORM

BEST COPY AVAILABLE

WHAT? This is a basic employment form for all staff members (including volunteers). It consists of a triplicate set of forms with carbon inserts: The original copy (white) is for your office files; the first carbon (blue) is to be sent to Pacific T. & T. A.; and the second carbon (yellow) is to be sent to Pacific T. & T. A. when a staff member terminates. The form has three basic sections: Part I--the box at the top includes information required by Pacific T. & T. A. for record-keeping and computer processing (it will come to you pre-printed); Part II--the body of the form covers all basic relevant information about the staff member; and Part III--termination data (to be completed only upon termination).

FOR WHOM? The Staff/Volunteer Data Form should be completed for each staff member employed--administrative, instructional, and clerical; part time and full time--and all volunteers. When you first receive the forms in January , complete a form for each staff member currently employed, and for each volunteer currently participating. Thereafter, complete a form for each new staff member and volunteer, between February 1 and May 31.

BY WHOM? The forms should be completed by each staff/volunteer. All forms should be checked by a designated staff member for completeness and accuracy.

WHEN? The form should be completed upon receipt of the forms from Pacific T. & T. A. in January. All blue copies are to be mailed to Pacific T. & T. A. prior to February 5. Thereafter, the form should be completed for each new staff member at the time of initial employment and/or volunteer sign-up.

When a staff member or volunteer terminates, an appropriate staff member should complete the termination information at the bottom of the page.

BEST COPY AVAILABLE

Note:

If any forms are still outstanding at the time the initial packet is returned to Pacific T. & T. A., prior to February 5, they should be sent to us as soon thereafter as possible. The object is to insure that our Data Bank contains full information on every staff member.

HOW? Each item in the questionnaire has a number. The following explains how to complete each item.

Part I

The name of your agency will be pre-printed; check to see that it is correct. The project ID number has already been assigned. This number will remain the same on all forms and will be used for computer control.

Each Staff/Volunteer Data Form has an individual pre-assigned ID number. The numbers are arranged sequentially. Only one form and number should be used for each staff/volunteer. After the ID number is assigned, it will be used to identify that staff member throughout the evaluation process. If a form is not used or completed incorrectly, print VOID across the form and mail it, along with the correct forms, to Pacific T. & T. A.

Part II

1. Print the staff/volunteer's complete name.

2. Self-explanatory.

3. Write in birthdate, showing month, day and year; e.g., $\boxed{05}$ $\boxed{05}$ $\boxed{43}$.

4. Self-explanatory.

5. Write in the highest grade completed at time of employment/participation; e.g., four years of college, $\boxed{16}$.

6. Check the highest degree received.

7. Self-explanatory.

8. Write in number of years of teaching experience at time of employment; e.g., $\boxed{08}$. If no years experience, write in zero, $\boxed{00}$.

9. Write in the number of years of other experience which you feel will help you do a better job in R2R; e.g., working with adults in ABE program, working in Neighborhood Youth Corps, etc.

10. Check all appropriate boxes.

11. Write in date of actual employment or voluntary association with project, using month, day and year; e.g., $\boxed{10}$ $\boxed{03}$ $\boxed{73}$.

12. Write in the planned number of total hours scheduled per week; e.g., $\boxed{09}$ or $\boxed{20}$.

13. For instructional staff and volunteer tutors, write in the planned number of teaching hours; e.g., $\boxed{10}$. If non-instructional staff, write in zero, $\boxed{00}$.

14. Check the language in which the staff member/volunteer first learned to speak.

15. Self-explanatory. Fluency implies the ability to communicate (speak and understand) with ease.

Part III

16. Upon termination, write in the date of termination; e.g., $\boxed{05}$ $\boxed{25}$ $\boxed{74}$.

17. Check "dismissed" or "voluntarily left" and appropriate sub-categories.

STUDENT DATA FORM

WHAT? This is a basic enrollment form for all program participants. It consists of a triplicate set of forms with carbon inserts: The original copy (white) is for your office files; the first carbon (blue) is to be sent to Pacific T. & T. A.; and the second carbon (yellow) is to be sent to Pacific T. & T. A. when a student terminates. The form has four basic sections: Part I--the box at the top includes information required by Pacific T. & T. A. for record-keeping and computer processing (it will come to you pre-printed); Parts II and III--the body of the form covers basic information about the student and is divided on the basis of who is to complete it (both of these parts are to be completed upon enrollment); Part IV--termination data (to be completed only upon termination).

FOR WHOM? The Student Data Form should be completed for each student who was enrolled in your program as of December 1, 1973. When you first receive the forms in January, complete a form for each student enrolled between December 1, 1973 and January 31, 1974. Thereafter, complete a form for each new student who enrolls, between February 1 and May 31.

BY WHOM? Part II of the form is to be completed by the students themselves. If the student cannot complete this section, it should be completed by a staff member on the basis of an oral interview.

Part III is to be completed by the teacher, tutor or other staff member. All forms should be checked by a designated staff member to be sure each item is filled out completely and accurately.

WHEN? The form should be completed upon receipt of the packet from Pacific T. & T. A. For students enrolling after February 1, the form should be completed at the time of enrollment or within a few days after enrollment.

When a student terminates, a staff member should complete the termination information at the bottom of the page.

Note:

If any forms are still outstanding at the time the initial packet is returned to Pacific T. & T. A., prior to February 5, they should be sent to us as soon thereafter as possible. The object is to insure that our Data Bank contains full information on every enrollee.

HOW? Each item on the questionnaire has a number. The following explains how to complete each item.

Part I

The name of your agency will be pre-printed; check to see that it is correct. The project ID number has already been assigned. This number will remain the same on all forms and will be used for computer control.

Each Student Data Form also has an individual pre-assigned ID number. The numbers are arranged sequentially. Numbers have been assigned to all students included on your initial roster; once a number has been assigned, it must always be used to identify that student. If a pre-numbered form is spoiled, replace it with a blank form, copying the student ID # as shown on the pre-numbered form.

Part II

1. The names of students appearing on your roster have been pre-printed. For all others, print the student's complete name. Use the same name on any other forms utilized. Names are required for control purposes and to facilitate communication between your project and Pacific T. & T. A. about missing data.

2. Self-explanatory.

3. Print the student's birthdate, showing month, day and year; e.g., $\boxed{0|3}$ $\boxed{2|7}$ $\boxed{4|6}$ for March 27, 1946.

4. Self-explanatory.

Write in the highest grade completed the time of enrollment; e.g., 7th grade, $\boxed{0|7}$, one year of college, $\boxed{1|3}$.

6. Check the appropriate box. If full time student is checked, do not check unemployed.

7. Check the appropriate box(es). If the student was not directly referred by an individual or agency, do not check the first box. If a referral was made, other boxes which are appropriate may also be checked.

Part III

8. Write in month, day and year of enrollment; e.g., $\boxed{0|9}$ $\boxed{0|4}$ $\boxed{7|3}$.

9. Check the language in which the student first learned to speak.

10. If the student's primary language is not English, indicate whether the student is literate in his primary language.

11. Check whether or not the student can speak English fluently at the time of enrollment.

12. Check the appropriate box. Class is defined as group instruction, tutor is defined as one-to-one tutoring sessions and does not include tutoring/individualized instruction in a classroom structure. If a student is receiving both types, check both boxes.

13. Print the name of the student's teacher
& or tutor and their ID number (see
14. Staff Data Form instructions). If a
student has more than one teacher or tutor, print the name of the teacher/tutor who spends the most time with the student. If more than one teacher is in the classroom at the same time, print the name of the supervising teacher.

15. Print the number of sessions; i.e., classes or tutoring sessions, the student is expected to attend each week; e.g., 4 classes per week, $\boxed{0|4}$. If the number of classes varies each week, write in the average.

16. Print the number of scheduled hours; e.g., 4 classes per week at 1 hour per class would be $\boxed{0|4}$. If the number of hours varies, write in the average.

Part IV

17. Upon termination, write in the date the student terminated, as in Items 3 & 8.

18. Check one column as follows: "Withdrew" should be checked when a student drops out; "Dropped" should be checked if the project terminates the student prior to completion; "Completed" should be checked if the project/student has determined that the student has successfully completed the program. Next, check the appropriate sub-categories under the column.

ATTENDANCE DATA FORM

WHAT? The Attendance Data Form is a vehicle for compiling attendance data on all enrollees, for a period of one month.

It is assumed that each project has its own system for recording enrollee attendance information on an on-going basis, probably in the form of teacher "roll" sheets. While continuation of existing systems is completely satisfactory, it is essential that such systems be re-examined and, if necessary, expanded, to include the required information; i.e., number of sessions attended, number of sessions absent, and number of hours attended. When the roll-taking system has been revised to include this data, the task will simply be to gather and compile the attendance data on the form provided. Agency, plus student names and ID numbers will be pre-printed by Pacific T. & T. A.; completing the initial form will entail entering teachers' names and ID's and supplying attendance data for every enrollee--for December and January. Thereafter, it will only be necessary to note any changes in teacher assignments, identify terminees and new enrollees and supply attendance data for one month.

FOR WHOM? All students enrolled in the project during any part of the month in question. This includes all on-going enrollees, all new enrollees, and all terminees whose termination date falls within the month being reported.

BY WHOM? It is suggested that one staff member be designated to complete the form on a regular basis, so that he or she will be completely familiar with the form.

WHEN? The student Attendance Data Form should be completed at the end of each month and mailed to Pacific T. & T. A. (along with all other materials) prior to the 5th day of the following month.

HOW?

1. The name of your project will appear on the form; check to see that it is correct.

2. The Project ID has already been assigned and will appear in the appropriate space.

3. The names of the correct reporting month (or months) will appear in the appropriate space.

4. We plan to provide you with a
& print-out of student ID's and
5. names. Should this prove
impossible during any given
month, you will need to write in
sequential order the ID numbers of
all students who are currently
enrolled that month & print the
appropriate name next to each ID.
Names of newly-enrolled students
should be added to the list
provided.

6. Write in the ID number and name
& of the student's primary instructor
7. on the form to be submitted in
February. Thereafter, write in
the ID and name for the current
month's instructor only if the
instructor has changed since the
Preceding month.

8. Write in the actual number of sessions
9. attended, number of sessions absent,
& and total hours attended for each
10. student that month, from the first
through the last day of the calendar
month. Round off hours to the
nearest amount (e.g., 6½ hours would
be 7; 7¼ hours would be 7). If a
student terminates anytime during
the month, print the number of
sessions and number of hours attended
(columns 8 and 10) prior to termina-
tion, and write TERMINATED in column
9 (sessions absent).

187

TEST INSTRUCTIONS

1. SRA EXAMINER'S MANUAL
2. REAL EXAMINER'S MANUAL

SRA EXAMINER'S MANUAL

ADMINISTERING THE SRA READING ACHIEVEMENT SERIES

SRA EXAMINER'S MANUAL

ADMINISTERING THE SRA READING ACHIEVEMENT SERIES

ADMINISTERING THE TESTING PROGRAM

This manual presents the standard procedures for administering the SRA Reading Achievement Series, Form E. Teachers who will administer the test should read the manual carefully to gain familiarity with the testing procedures and the methods of marking answers on the answer sheet. It is important that all directions be followed correctly since uniform conditions are necessary for accurate testing.

MATERIALS NEEDED FOR TESTING

Test Booklets - Each color coded booklet contains the two reading battery areas--comprehensive and vocabulary--to be used. Students should be tested in these two areas. Each student taking the test will need a booklet.

Each color code represents a different reading level. The booklets should be used as follows:

students reading under 5th grade level ----- BLUE
students reading from 5th to 9th grade level -- GREEN
students reading above 9th grade level ----- RED

Make the color code assignment to each student based upon the best available information you have concerning the student's reading level. The booklets overlap in terms of difficulty so that assignment to the appropriate book is somewhat flexible.

All students should be requested to take the test even if their reading ability is currently very low. This will enable each student to demonstrate progress over time.

Answer Sheets - A separate answer sheet, with the same color as the test booklet, should be given to each student.

Pencils & Erasers - Each student should have a #2 pencil and an eraser. Extra #2 pencils should be available.

TESTING CONDITIONS

Testing conditions should be as comfortable as possible for the students. The testing room should be quiet and well lighted, and each student should have a desk, if possible.

SIZE OF GROUP

If you are administering the test to a large group, one teacher should be available for each 30 students. If the tests are to be given on an individual basis, each teacher or tutor administering the test should be completely familiar with all procedures.

TIMING THE TEST

The reading comprehension and vocabulary series emphasize power rather than speed. On some occasions, all students may have finished before time limits are reached. If everyone has finished, you can end the period. The testing time is as follows:

	testing time	administration time
reading comprehension	50 minutes	5 minutes
reading vocabulary	10 minutes	2 minutes

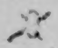
Make sure that the testing time for both sections is controlled carefully. An interval timer, stopwatch or watch with second hand should be used.

PROPER MARKING OF THE ANSWER SHEETS

Filling in Response Ovals: The answer sheets will be scored by an electronic scoring machine. The machine can score accurately only if the answer sheets are properly marked. The examiners and proctors must make sure that the sheets are marked correctly. The most important considerations in filling in response ovals are listed below:

1. Each mark must be dense and black; soft (#2) pencils must be used.
2. Each mark must cover more than half the area of the oval.
3. The mark must be made within the oval. Marks need not be uniform in size or shape. Very neat or fussy marking should be discouraged, since it takes too much of the student's time and may lower his score.

The examples below illustrate good and poor marking.

too large  too small correct

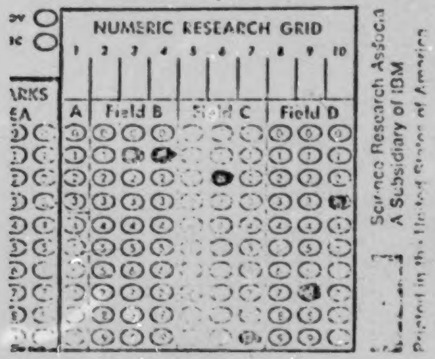
If this is the first time the students are using separate answer sheets, it may be helpful to illustrate proper marking on the chalkboard.

Marking the Name Grid: Proper marking of the name grid (side I of the answer sheet) is necessary for correct listing of the students' names on the reports of test results. In filling in this information each student must:

1. Leave a space in the box between last name and first name. If a student's name is too long to fit in the grid, he should be instructed to print only as much of it as space allows.
2. Mark *only one* oval in each alphabet column.
3. Blacken the oval at the top of each column containing a blank box, including all columns to the right of the name.
4. Erase *completely* all incorrect marks before blackening the proper oval.

Entering Identifying Information: Before the first test session begins, it will be helpful to put on the chalkboard the identifying information exactly as students are to print it on the answer sheet. Only two items will be needed in addition to the student's name:

1. On side 1, the student should print the name of your R2R project where the space is provided for the school name.
2. On side 2, the exact date of test administration should be completed under the numeric research grid. The last two columns of Field B should be used for the month; the last two columns of Field C should be used for the day; and the last two columns of Field D should be used for the last two digits of the year. An example follows:



= November 29, 1973

Remember only the student's name, name of your project and exact date of administration are needed. All other information can be left blank. The name of the project and date should be posted on a chalkboard if possible.

INTRODUCTORY DIRECTIONS TO STUDENTS

(Directions to the examiner are printed with no indentation and should not be read to the students.)

> (Directions to the students are indented in this manner and bordered by a vertical bar on the left. The indented sections in quotation marks are quoted directly from the test booklet; the students may read along silently while the examiner reads these sections aloud.)

The directions in this section will prepare the students for the tests and instruct them in filling in the name grid and other identifying information. These instructions are to be used only at the beginning of the first test session.

Make sure each students has two #2 lead pencils and an eraser. Students may not use pens or colored pencils. The students should be seated in the desired arrangement and separated as much as possible.

Read all directions slowly and distinctly. Say:

> Today we are going to begin taking a series of tests that will help you and your teachers know how well you can remember and use what you have learned.
>
> It is important that you do your best on these tests so that your scores will show clearly your educational strengths and weaknesses.
>
> The answer sheet that I will pass out in a moment will be read by a machine that will record your scores. These machines are very accurate, but it is important that you listen to and follow carefully the instructions for making your marks so that the machine can read them.
>
> Do not make any marks on the test booklet. You are to mark your answers to the test questions on the separate answer sheet.
>
> I will now give each of you an answer sheet. Do not mark the answer sheet. Leave it on your desk until I tell you what to do with it.

Pass out the answer sheets.

When all the materials have been distributed, say:

Be careful how you handle the answer sheet. Do not fold it or bend the corners. Keep it as clean as possible. Make no marks on it until I tell you to do so.

Place your answer sheet on your desk so that side 1 faces up.

Check to see that all pupils have side 1. Show them "SIDE 1" printed on the answer sheet.

Above "school", print the name of our Right to Read project.

Give the name of the project and pause. Allow enough time for all students to complete this identifying information clearly and accurately. Then say:

Now look at the name grid at the bottom of your answer sheet. To find out how to put your name in the grid, read the section above the grid called "Marking Your Name" silently while I read it aloud. Make no marks on the answer sheet until I tell you to do so.

"Your answer sheet will be scored by a machine. This machine can also 'read' your name if it is properly recorded on the answer sheet.

"There are two steps in filling in your name.

"First, print your name in the boxes below the grid like this: (1) last name; (2) skip a box; (3) first name. If your whole name will not fit in the space, print as many letters as fit.

"Second, fill in the matching oval above each letter and each blank box. Blacken the entire oval, but do not go outside it.

1. Fill in the matching oval above each letter.
2. Fill in the top oval above the blank box between the parts of your name.
3. Fill in all the blank ovals above the blank boxes after your name."

Remember--there are two steps to filling in your name grid: first, printing your name in the boxes; second, filling in the matching oval above each box.

Are there any questions about filling in your name?

194

Pause to answer any questions about the name grid. Then say:

> Now take your pencil and print your last name in the boxes at the bottom of the name grid. Put one letter in each box.

Check to see that all students are printing their last names properly. Then continue:

> Now skip one box and print your first name.

If a student's name is too long to fit in the grid, instruct him to print as much as possible. Then say:

> Now fill in the ovals above your name. Begin with the letter in the first box. Find the same letter in the alphabetical column directly over it. Make a heavy black mark inside the oval showing this letter. Make your mark large enough to fill the oval, but do not go outside the oval.
>
> Do the same for each letter of your name.
>
> Be sure to blacken the blank oval in the column above a blank box.
>
> If you make a mistake, erase very carefully and make the right mark.

Allow enough time for students to fill in their names. Walk around the classroom and check to see that each student is working carefully and accurately.

When all students have finished filling in their name grids, instruct them to turn to side 2 of their answer sheets. Say:

> Then to side 2 of your answer sheet and look at the right hand side of the sheet that says "Numeric Research Grid". This section will be used to fill in today's date. Under the last two columns of Field B put in the number of this month, by filling in the correct ovals. Under the last two columns of Field C put in today's date by filling in the correct ovals. Under the last two columns of Field D put in the last two digits of the year by filling in the correct ovals.

The correct date and ovals to be checked should be placed on the chalkboard so the students can fill this section out correctly.

Continue by saying:

We are almost ready to begin the first test. Read the section on your answer sheet called "Marking Your Answers" silently while I read it aloud.

"Each row of ovals on the answer sheet has a number that matches the number of one of the test questions. To answer a test question, decide which is the best answer. Then find the row of ovals numbered the same as the question. Make a heavy black mark in the oval with the same letter as the answer you have chosen.

"There are three important things to remember:

"First, the heavy black mark you make should be large enough to fill the oval, but it should not go outside the oval. Do not waste time making extremely neat marks, but make sure the mark is heavy and fills the oval.

too large ⊖ too small 0 correct ●

"Second, keep your place on the answer sheet. Make certain you make your mark in the row numbered the same as the question you are answering.

"Third, mark only one oval in a row. If you change your mind about an answer, erase your first mark completely and make another mark."

Do not fold or bend your answer sheet. Keep it as clean as possible. Mark only in the ovals provided, because extra marks might be counted as errors.

Are there any questions?

Answer any questions and then read the instructions for the first test.

DIRECTIONS FOR ADMINISTERING THE READING TEST

Open your test booklet to page 3. Read the directions for the Reading test silently while I read them aloud.

"This is a test of how well you understand what you read. The test has stories for you to read and questions about the stories for you to answer. Read each story; then answer the questions that follow it. Mark the space on your answer sheet that matches the letter of the answer you choose. Here is an example:

"'Make a wish and blow out the candles!' That's something people have been saying to birthday children for hundreds of years. Long ago, people thought that candles had magic powers. The candles on a birthday cake had the power of granting a wish. To get the wish the birthday child had to blow out all the candles at once and keep the wish a secret. Today, most people don't believe that candles have magic powers, but the custom goes on.

S1 To get his wish the birthday child had to
 A. eat a piece of cake
 B. keep the wish a secret
 C. say the right magic words
 D. find the special birthday candle"

Choose the correct response and mark the space that matches its letter for question S1 in the Reading section on your answer sheet.

Give the students time to complete this. Then say:

"S2 In line 4, 'at once' means
 A. right away
 B. one by one
 C. at the right place
 D. at the same time"

Choose the best response and mark the space that matches its letter for question S2.

Give the students time to complete this. Then continue reading:

"The best answer for question S1 is B, 'keep the wish a secret,' so you should blacken space B for question S1 in the Reading section of your answer sheet. The best answer for question S2 is D, 'at the same time.' You should blacken space D for question S2 in the Reading section of your answer sheet.

"Remember to blacken only *one* space for each question. Make sure you blacken the correct space for your answer. You can look back at the story when you are answering the questions. If you wish to change an answer, carefully erase your first answer and then blacken the space for your new answer.

"When you are told to begin, work until time is called or until you come to the words STOP HERE."

Some passages are harder than others. Try to do your best on all of them. If you finish before time is called, you can go back and check your work.

Are there any questions?

Take time to answer any questions. Then say:

Begin.

☐ + 50 minutes = ☐

starting time stopping time

Allow exactly 50 minutes for this test. Then say:

Stop. Put down your pencil and close your booklet.

DIRECTIONS FOR ADMINISTERING THE VOCABULARY TEST

Check to see that each student has pencils and an eraser. Then say:

Open your booklet to the Vocabulary test and read the directions silently while I read them aloud.

"This is a test of how well you know the meaning of words. For each question, choose the word that has most nearly the same meaning as the underlined word. Mark the space on your answer sheet that matches the letter of the meaning you choose. Here is an example:

S1 begin the game

A. win

B. watch

C. start

D. remember"

Pause while the students choose the best response. Then continue reading:

"The best answer is C, 'start,' since it has most nearly the same meaning as begin. You should blacken space C for question S1 in the Vocabulary section of your answer sheet.

"Remember to blacken only *one* space for each question. Make sure you blacken the correct space for your answer.

"When you are told to begin, work until time is called or until you come to the words STOP HERE."

If you finish before time is called, you can go back and check your work.

Are there any questions?

Pause to answer any questions. Then say:

Begin.

☐ + 10 minutes = ☐

starting time stopping time

Walk around the room to make sure students are recording answers properly.

Allow exactly 10 minutes for this test. Then say:

Stop. Put your pencil down and close your test booklet.

This is the end of the test, and all booklets and answer sheets should be collected.

Reading / Everyday Activities in Life

EXAMINER'S MANUAL

© MARILYN LICHTMAN 1972

CAL PRESS, Inc.
76 Madison Ave.
New York, N.Y. 10016

2 DESCRIPTION OF R/EAL

In its present form, R/EAL consists of

1. Nine reading selections, each representing a more general category of reading often encountered by most individuals of high-school age or above. These include:

- A set of road signs
- A TV schedule
- A set of directions for preparing cheese pizza
- A reading selection on the topic of narcotic drugs
- A food market ad
- An apartment lease
- A road map
- A want ad
- A job application

A movie ad is used to illustrate the operation of the test. The selections, presented to the reader in printed form, are reproductions of originals.

2. Five questions for each selection, forty-five questions in all. These questions are based on task analyses of the functions required to deal with each selection.

3. Individually operated cassette players and earphones are used for the presentation of questions to each individual, permitting R/EAL to be self-administered, self-directed, and self-paced by audio input. This method of presentation and administration was selected because it provided maximum motivation and more closely resembled the process an individual might face in dealing with the selections. The audio input also helps to insure that a student's inability to understand the questions presented in written form will not detract from his ability to understand what he is expected to do. Many of the target population are capable of understanding concepts aurally, whereas once the concepts are shrouded in written language, the message seems to them blurred.

4. Self-pacing relaxes the student and insures a more accurate measure of his ability. Self-administration removes the pressures often imposed by the presence of an unfamiliar proctor (who may appear hostile). Self-direction permits the student to assume responsibility for his own performance on the test.

5. Constructed responses to open-end questions are made by the student directly into the test booklet in the appropriate space. The procedure was selected because this format provided a more valid measure of the student's literacy and more nearly represented what would have to be done in the actual reading situation.

6. Scoring by hand is done by referring to the pre-established correct responses. (See Appendix A for Scoring Key and Appendix B for Amplified Scoring Key.) An individual's total raw score and scores on each of the nine reading selections can be easily ascertained. Raw scores are then converted into percent of items passed. Mastery of functional literacy is determined based on the definition of the tasks and objectives described for each of the selections. Eighty percent or more of the items passed indicates functional literacy.

7. Interpretation is made directly to the reading selections and their corresponding task analyses. For example, a low score on the Following Printed Directions selection would indicate that the individual needs assistance in this area. Utilization of the task analysis material will help pinpoint needs and serve as guidelines for additional interpretation.

3 DIRECTIONS FOR ADMINISTERING R/EAL

FOR WHOM SHOULD R/EAL BE USED?

R/EAL should be used to assess whether or not an individual is functionally literate. It is particularly suitable for minority populations, such as Blacks, Puerto Ricans, Mexican Americans, rural groups, and all those who have traditionally been singled out by the bias of standardized reading achievement tests. R/EAL is also suitable for adults at basic education levels. Although it has not been used widely with individuals under high-school age, all indications are that it should be useful with anyone age ten or older.

FOR WHAT PURPOSES SHOULD R/EAL BE USED?

R/EAL can be used both for diagnostic and evaluative purposes. It can, therefore, be used prior to instruction to determine if an individual is functionally literate and to identify particular areas of strengths and weaknesses. The Task Analyses should give the teacher some specific areas on which to concentrate.

As an evaluation tool, R/EAL should be used to determine whether or not a student has met the standards of literacy after instruction. It can also serve to indicate whether or not groups of students in a given program or situation have mastered basic literacy skills. In any case, it should be used when the intent is to assess whether or not the individual is capable of performing reading tasks common to daily experience.

MATERIALS REQUIRED FOR ADMINISTRATION

For each individual:

- 1 R/EAL test booklet
- 1 R/EAL cassette tape
- 1 cassette tape player and earphones
- 1 pencil

For each administrator:

- Additional pencils and erasers
- Additional copies of test booklets and cassette tapes
- Additional players and batteries
- R/EAL Examiner's Manual

PROCEDURES FOR ADMINISTRATION

One of two different organizational setups should be selected for the administration of R/EAL. The plan chosen depends on existing conditions, availability of equipment, etc. In deciding which plan to use, the examiner should be guided by such factors as 1) total number of students to be tested, 2) availability of equipment, and 3) time available for testing.

Plan A - Group or Total Class Administration (Examiner Present)

This procedure administers R/EAL to one entire class at a time or to a number of classes consecutively. In order to administer R/EAL in this manner, the examiner must

- o Obtain one tape recorder and earphone for each student.
- o Assemble players and other equipment in a room suitable for testing.
- o Explain workings of player and purpose of testing to group.
- o Allow students to begin test when ready.
- o Upon completion of test (times will vary), allow students to return to their usual pursuits; make provisions for such return.
- o Prepare materials for additional testing if other groups are to be tested. Rewind tapes and provide new booklets.
- o Make provisions for new students to enter and be tested. There is no need to wait until one group has finished and another entirely assembled before new students begin the test. A student can begin as soon as space becomes available.

This is the ideal way to test large groups of students in a short time. As many as 150 students have been tested (in groups of 30) in one day by two examiners. Although students are grouped together, all testing is actually done individually since each student has his own recorder and so controls the pace of the input. Students are not bored waiting for others to finish a section nor threatened because others are waiting for them to finish. Students can leave when they complete the test. The administrator's role is diverted to concern for the equipment rather than for student response. In a large study conducted by the author in a residential center, students indicated that testing through these means was highly motivating.

One difficulty with this approach is that sufficient equipment may not be available. However, new equipment can be purchased for about $25 per student. The equipment (cassette players and earphones) can then become a permanent part of a materials center and used for many other purposes. Also, if large numbers of tests are to be given, the equipment cost would be minimal.

Plan B - Small Group or Individual Administration (Examiner Not Present)

This procedure administers R/EAL to individuals or a few students at a time. In order to administer R/EAL in this manner, the examiner must

- o Obtain tape players and earphones. (If it is possible to use only one or two players, then fewer students can be tested at one time.)
- o Prepare appropriate testing facilities, depending on the number of students to be tested at one time.

- o Arrange a testing schedule so that students will know when they are to be tested. Then, one student can complete the test and give the recorder and earphones to another student.

- o Explain the workings of the player and the purpose of testing to total group, if possible, or to individuals.

- o Allow individual students to begin testing and arrange for an appropriate place where they can turn in completed materials.

This situation is suitable when only some of a group are going to be tested or when it is impossible to assemble the necessary equipment to assess the entire group at one time. It is also useful when students enter a program at different times. The examiner's role in this situation is to arrange space and materials and to be available if help is needed. He is not expected to be directly involved when the student is taking the test. Through this procedure, a large group can be tested in a short time with a minimum disruption of the class and little direct use of the teacher's time.

A third plan has also been tried in some situations. This plan should be used only when it is impossible to obtain a sufficient number of recorders and all students must be tested at once. Using this plan, the examiner must

- o Obtain one recorder.
- o Locate testing facilities.
- o Explain purpose of testing to group.
- o Indicate to students that they must look up or raise their pencils as they complete each question.
- o Familiarize self with items on cassette tape to facilitate operation of player.
- o Operate player by turning it off and on between each item.
- o Allow sufficient amount of time for all students to complete each item.

This plan should be used only when it is impossible to obtain equipment, since many of the motivational aspects are negated by having an examiner controlling the testing.

PREPARING THE SUBJECT FOR THE TEST

The motivation most helpful to valid testing is a desire on the part of the subject that the score be valid--that it be an honest and true measure of his ability and achievement. Too often, an autocratic approach is followed and the results become the private information of the tester, who then bases recommendations on them. R/EAL advocates that the examiner disclose the purpose of the testing to the subject and describe the test as an opportunity for the subject to find out about himself. After testing, results should be shared with the subject.

Proper preparation of the subject can reduce anxiety. He should be told that this test is to be used to help him learn about his ability to deal effectively with everyday reading materials. The stress should be on whether or not he has mastered the tasks, not how he scores relative to others. The unique format and materials of R/EAL reduce the disadvantages inherent in standardized tests of reading achievement and thus should further reduce subject anxiety.

ROLE OF THE EXAMINER

Whichever test administration plan is selected, the role of the examiner in the administration of R/EAL is important, although R/EAL does not require a trained examiner for effective administration. All the information required to understand what is to be done in taking R/EAL is carefully described on the cassette tape.

The function of an examiner of R/EAL prior to test administration is to assemble the testing materials:

- The test booklets
- The cassette tape players
- The earphones
- The cassette tapes
- Spare batteries
- Examiner's Manual
- Pencils

The functions of the examiner during the test are to

- Describe the test materials.
- Distribute the test materials.
- Instruct each student in the operation of the cassette tape player and earphones.
- Settle the students comfortably at a table where they can work.
- Assist each student with any mechanical difficulties during the test.
- Operate the recorder if group testing is used.

The functions of the examiner after the test are to

- Collect all test materials or make ready for next respondent.
- Check the front page information to make certain the student's name is legible.
- Rewind the tapes.
- Clean earphones.
- Score all responses by referring to the scoring key provided in this manual.
- Record all score information in the space provided on the inside back cover of the test booklet.

- Compute subtest totals, raw score total and convert raw score total to percent of items passed.
- Decide if the individual should be judged functionally literate.
- Determine which of the nine reading areas are causing difficulties, if literacy has not been attained.
- Select one area in which to begin instruction.
- Plan instructional strategies and materials based on the Task Analysis for the selected reading criterion.
- Initiate reading instruction.
- Provide test data to other interested personnel, including the student.

TESTING CAUTIONS

Caution against coaching. In order to encourage the best performance from an individual or group, the examiner should be sure that all the students understand clearly what they are to do and the manner in which they are to record their responses. In assisting them, however, the examiner must remember that this is a test situation and not a learning activity. In no way should the correct response be indicated for any item except the example. If a student asks for assistance in understanding a question, do not answer the question but reassure him that no one would be expected to respond correctly to all items and that he should just do the best he can.

Irregularities during testing. Irregularities can invalidate the score. It is recommended that the examiner note, in writing, irregularities involving individual students: for example, anyone experiencing sudden illness, or anyone becoming unduly disturbed by the test situation or the mechanics of the tape player, etc. The examiner should also note any unusual problems with the equipment. In addition, the examiner should note any pupil with physical handicaps that might in some way affect his performance on the test. A record should be kept of unusual interruptions, or distractions such as excessive outside noise or unexpected visitors. This record should be made available to the individual in charge of interpreting the test.

Guessing. Most multiple choice tests urge that no statements should be volunteered to the student about guessing. Many incorporate a correction for guessing. This is done to avoid chance responses that could invalidate the test results. But since R/EAL is a constructed-response test rather than a multiple-choice test, chance guessing is unlikely to occur. The student must write his response rather than select from a number of possible answers. Guessing can still occur, however, whenever a student does not understand either the question or the reading material or both. R/EAL encourages the student to respond, since any response is preferable to none at all. A response can be used to better interpret the shortcomings of the student. Guessing is not a matter of pure chance. Even on items he knows least about, the student's experience and common sense should permit him to make a response.

READING TESTS

1. REAL
2. SRA ACHIEVEMENT - READING AND VOCABULARY - GREEN LEVEL

Reading/Everyday Activities in Life

Date______________________________

Name______________________________

School or Program____________________

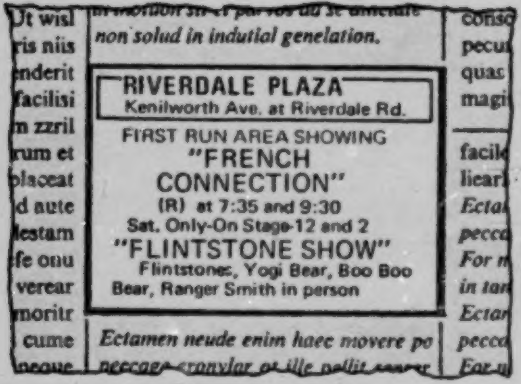
Age______________________________

© MARILYN LICHTMAN 1972

CAL PRESS, Inc.
76 Madison Ave.
New York, N.Y. 10016

208

MOVIE AD



non solud in indutial genelation.

RIVERDALE PLAZA
Kenilworth Ave. at Riverdale Rd.

FIRST RUN AREA SHOWING
"FRENCH CONNECTION"
(R) at 7:35 and 9:30
Sat. Only-On Stage-12 and 2
"FLINTSTONE SHOW"
Flintstones, Yogi Bear, Boo Boo Bear, Ranger Smith in person

Ectamen neude enim haec movere po

EXAMPLE QUESTIONS

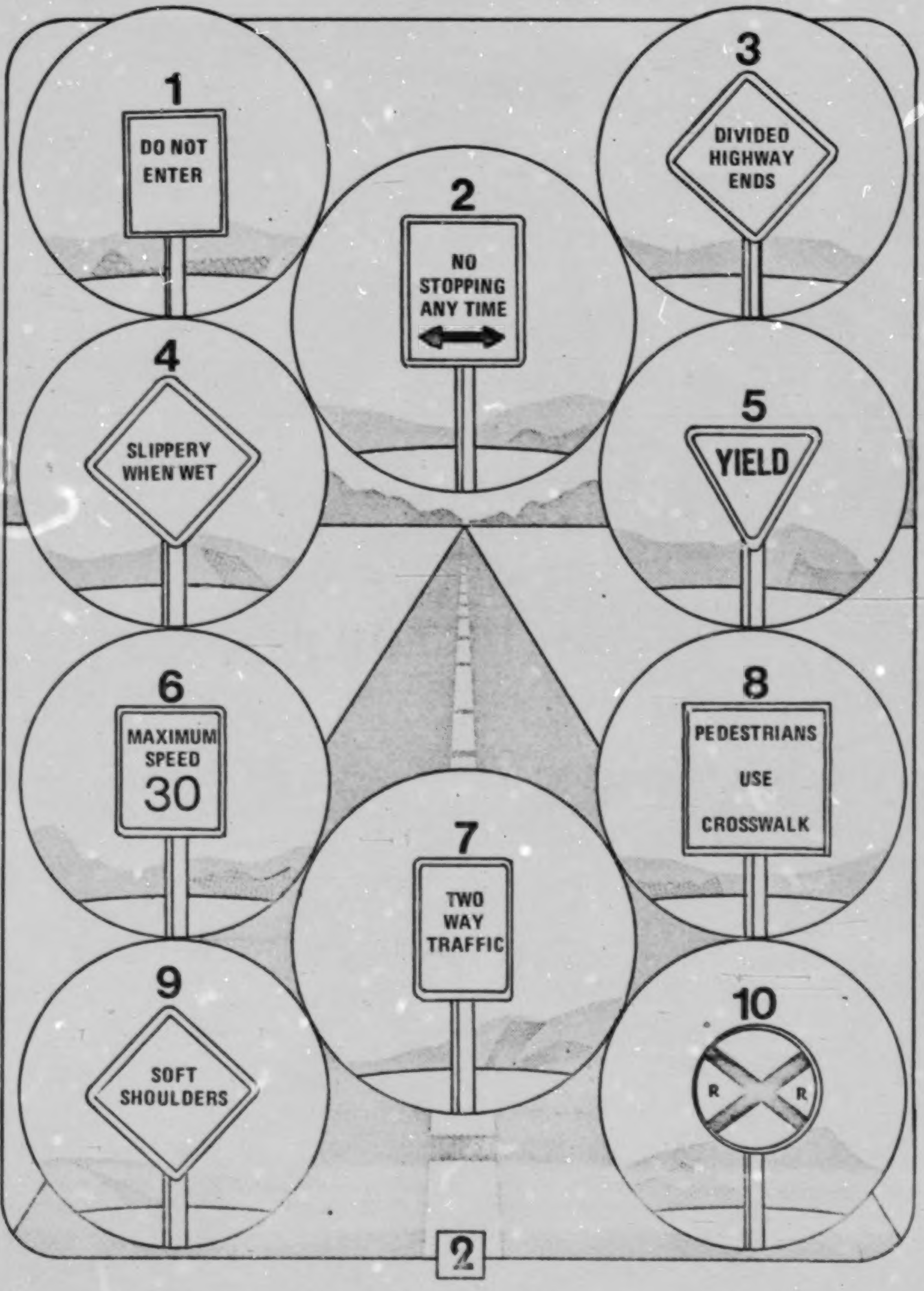
1. ____________________

2. ____________________

COMPLETED EXAMPLE

1. "French Connection" or "Flintstone Show"

2. 7:35


1
DO NOT ENTER
2
NO STOPPING ANY TIME
3
DIVIDED HIGHWAY ENDS
4
SLIPPERY WHEN WET
5
YIELD
6
MAXIMUM SPEED 30
7
TWO WAY TRAFFIC
8
PEDESTRIANS USE CROSSWALK
9
SOFT SHOULDERS
10
R R

ROAD SIGNS

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

	4 NBC WRC	5 WTTG	7 ABC WMAL	9 CBS WTOP	14 WFAN	20 WDCA	26 PBS WETA
EARLY A.M.	6:08 News 6:13 Faith 6:28 Ed. Ex. 7, Today	7, Cartoons 7:30 Porky Pig (R) 8, Banana Splt. (R) 8:30 Martian(R)	6:50 A.M. Washington	6, Education; 6:30 English 7, CBS News 8, Capt. Kangaroo		7, Astroboy (R) 7:30 Bozo Circus 8:30 George of the Jungle (R)	
9 :00 :30	Movie "To Catch a Thief" (1955) stars	Flintstones (R) Mr. Ed (R)	Magic Door	Harambee		Lil Rascals (R) Leave It to Beaver (R)	Sesame Street
10 :00 :30	Cary Grant Grace Kelly Concentration	Hazel (R) Truth or Consequences (R)	What's My Line? Phil Donahue	Lucy Show (R) Beverly Hillbillies (R)		Romper Room Galloping Gourmet (R)	Imagine That Cover to Cover All About You Celebrate/Book
11 :00 :30	Sale-Century Hollywood Squares	You Don't Say (R) Beat the Clock	That Girl (R)	Family Affair (R) Love of Life		Movie "Meet the Stewarts" (1942) stars	Eureka Man Alive Parlons Francais
12 :00 :30	Jeopardy Who, What, Where Game	Panorama	Bewitched (R) Password	Where the Heart Is; News Search for Tomorrow		William Holden	Hatha Yoga Book Beat
1 :00 :30	Dinah's Place Three On a Match		All My Children Let's Make a Deal	News As the World Turns		Movie "Pardon My Past" (1947) stars	Western Civilization If You Live In a City
2 :20 :30	Days of Our Lives Doctors	Movie "Confidence Girl" (1952) stars	Newlywed Game Dating Game	Many Splendored Thing Guiding Light		Fred MacMurray Bozo (R)	Eureka Alive & About It's About Art
3 :00 :30	Another World Bright Promise	Tom Conway Banana Splits & Friends (R)	General Hospital One Life to Live	Secret Storm Edge of Night		Ultraman (R) Spiderman (R)	From Nine to Five Celebrate/Book Other Team
4 :00 :30	Somerset Mike Douglas w/Billy DeWolfe	I Dream of Jeannie (R) The Ghost & Mrs. Muir(R)	Movie "You're Never Too Young" (1955) stars	The Virginian (R)	Movie (title	Speed Racer (R) Lost In Space (R)	Sesame Street
5 :00 :30		Flintstones (R) Petticoat Junction (R)	Dean Martin Jerry Lewis	Dragnet (R)	unknown)	Munsters (R)	Misterogers Neighborhood Hodgepodge Lodge
6 :00 :30	News NBC News	I Love Lucy (R) The Mothers-In-Law (R)	News ABC News	News	D.C. Youth Questions Film	Bill Cosby (R) Get Smart (R)	Hans Christian Anderson Newsroom
7 :00 :30	News Lassie	Dick Van Dyke (R) I Dream of Jeannie (R)	McCaffrey At Large	CBS News Sports Illustrated		Hogan's Heroes (R) High Chaparral (R)	Maryland Weekend Our Street
8 :00 :30	The Flip Wilson Show	Truth or Consequences David Frost	Alias Smith & Jones	Bearcats!	World of Hypnosis Pantalla Pan Am	Movie "The Agony &	Thirty Minutes with Washington Week Review
9 :00 :30	Nichols		Longstreet w/J. Franciscus	Movie "Butterfield 8" (1960) stars	Movie (title unknown)	the Ecstasy" (1965) stars Charlton Heston Rex Harrison	Hollywood Television Theater "The Typists"
10 :00 :30	The Dean Martin Show	News	Owen Marshall Counselor at Law w/Arthur Hill	Elizabeth Taylor		Can You Top This?	Martin Agronsky: Evening Edition Newsroom (R)
11 :00 :30	News Tonight	Perry Mason (R)	News Dick Cavett	News Wild Wild West (R)		NBA Highlights Movie "Sign of	The Advocates (R)
12 :00 :30	1, Faith & Life	Outer Limits (R) 1, Your Life	1, Reflections	The Avengers (R)		the Ram" (1948) stars Alexander Knox Susan Peters	Newsroom Final

THURSDAY

Oct. 7

2/2

TELEVISION SCHEDULE

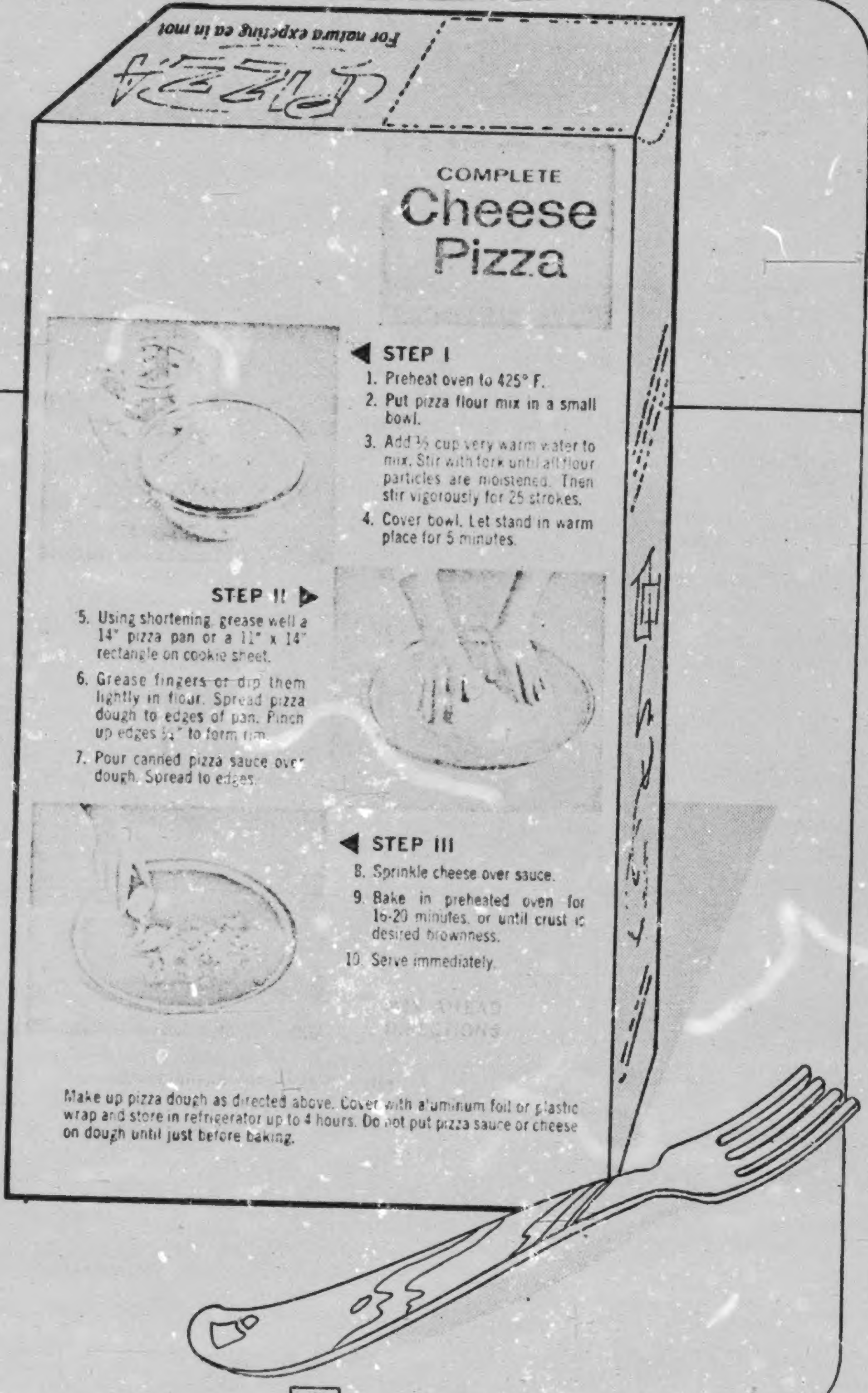
1. __________________________________

2. __________________________________

3. __________________________________

4. __________________________________

5. __________________________________



COMPLETE
Cheese Pizza

STEP I

1. Preheat oven to 425° F.
2. Put pizza flour mix in a small bowl.
3. Add ½ cup very warm water to mix. Stir with fork until all flour particles are moistened. Then stir vigorously for 25 strokes.
4. Cover bowl. Let stand in warm place for 5 minutes.

STEP II

5. Using shortening grease well a 14" pizza pan or a 11" x 14" rectangle on cookie sheet.
6. Grease fingers or dip them lightly in flour. Spread pizza dough to edges of pan. Pinch up edges ½" to form rim.
7. Pour canned pizza sauce over dough. Spread to edges.

STEP III

8. Sprinkle cheese over sauce.
9. Bake in preheated oven for 16-20 minutes, or until crust is desired brownness.
10. Serve immediately.

Make up pizza dough as directed above. Cover with aluminum foil or plastic wrap and store in refrigerator up to 4 hours. Do not put pizza sauce or cheese on dough until just before baking.

~~46~~ ~~213~~
214

CHEESE PIZZA

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

147 274215

Lorem ipsum dolor sit amet

WHAT ARE NARCOTIC DRUGS?

The term narcotic refers, generally, to opium and pain-killing drugs made from opium, such as heroin, morphine, paregoric, and codeine. These and other opiates are obtained from the juice of the poppy fruit. Several synthetic drugs, such as demerol, and dolophine, are also classed as narcotics. Opiates are widely used in medicine as pain killers. Cocaine, made from coca leaves, and marihuana are classified legally but not chemically as narcotic drugs.

Since heroin appears to be the narcotic used by most addicts today, these questions and answers deal mainly with heroin.

WHAT IS NARCOTIC ADDICTION?

When the abuser of a narcotic gets "hooked" — meaning addicted — his body requires repeated and larger doses of the drug. Once the habit starts, larger and larger doses are required to get the same effects. This happens because the body develops a "tolerance" for the drug.

One of the signs of heroin addiction is withdrawal sickness. When the addict stops using the drug, he may sweat, shake, get chills, diarrhea, nausea, and suffer sharp abdominal and leg cramps. Modern treatments help the addict through these withdrawal stages. Science now has new evidence that the body's physical addiction may last much longer than previously believed.

There is another kind of drug dependence connected with the use of narcotics. This is known as psychological dependence. That is, taking the drug also becomes a habit for emotional reasons. For example, the addict comes to depend on the drug as a way to escape facing life.

Narcotic use can become even more of an escape than expected, because large or unexpectedly pure doses can and not uncommonly do result in death.

WHAT IS THE EFFECT OF THE DRUG?

Typically, the first emotional reaction to heroin is reduction of tension, easing of fears and relief from worry. Feeling "high" may be followed by a period of inactivity bordering on stupor.

Heroin, which is usually mixed into a liquid solution and injected into a vein, appears to dull the edges of reality. Addicts have reported that heroin "makes my troubles roll off my mind," and "it makes me feel more sure of myself."

The drug depresses certain areas of the brain, and may reduce hunger, thirst, and the sex drive. Because addicts do not usually feel hungry, their hospital care may include treatment for malnutrition. The drug may also reduce feelings of pain.

Withdrawal symptoms appear in the addicted person about 18 hours after the drug has been discontinued.

In general, effects of the drug are influenced by many factors. These include the user's personality, size and frequency of dose, and how the drug is taken.

WHO TAKES NARCOTICS?

Studies by the U.S. Public Health Service show that heroin addiction today is found chiefly among young men of minority groups in ghetto areas. Of the more than 60,000 known addicts listed by the Bureau of Narcotics and Dangerous Drugs, more than half live in New York State — and most of them in New York City. Recent figures show that more than half of the addicts are under 30 years of age.

NARCOTIC DRUGS

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

BEST COPY AVAILABLE

PERFECT EATING EVERY TIME

M + L Market

Sliced Bacon

LUTER'S Smokehouse Grade A Breakfast Treat 1-lb. pkg. 69¢

Item	Note	Price
Sirloin Steak	U.S.D.A. Choice Beef	$1.45
Ground Beef		65¢
Ground Beef		$1.89
Beef Steaks	Manor House	$1.19
Round Steak	Boneless U.S.D.A. Choice Beef	$1.29
Arm Steak	Bone In U.S.D.A. Choice Beef	.99¢
Arm Roast	Bone In U.S.D.A. Choice Beef	.95¢

Ham Slices

TALMADGE Center and End Slices 12 oz. pkg $1.39

Ground Beef

Serving Suggestion

Sold in 5-lb. Rolls Only 5-lb. Roll $2.95

lb. 59¢

Item	Note	Price
Boneless Roast	Chuck U.S.D.A. Choice Beef	.95¢
Round Roast	Boneless U.S.D.A. Choice Beef	$1.29
Rib Steak	U.S.D.A. Choice Beef	$1.39
Rib Roast	U.S.D.A. Choice Beef	$1.19
Rib Roast	U.S.D.A. Choice Beef	$1.39
Smoked Picnics	Small Lean Whole	.55¢
Mild Sausage		98¢

Liver Sausage

Sticks lb. 49¢

Fryer Quarters

Serving Suggestion

Breast Quarter With Wing or Leg Quarter

lb. 49¢

Item	Note	Price
Pork Roast	Loin Half	.79¢
Fish Sticks	Captains Choice	39¢
Pan Ready Perch		.89¢
Cooked Cod		.69¢
Fillet of Sole	Cooked	.79¢
Cornish Roasters	Each	.45¢
Longhorn Cheese		.89¢

Sausage Links

BRIGGS Skinless 1-lb. pkg 79¢

Health and Beauty Aids

BAND-AID Brand Sheer Strips pkg of 70 69¢

Item	Note	Price
Disinfectant	Lysol Spray	79¢
Air Freshener	Sun Country	59¢
Lemon Pledge	Or Regular Johnson's	$1.21
Toothpaste	Crest Economy Size	61¢
Aerowax	Liquid	79¢

Crest Toothpaste

Family Size Regular or Mint 6¾-oz. tube 76¢

Tomato Soup

Town House Delicious Treat Your Family 10 oz. can 11¢

Soda Crackers

Melrose Tasty With Town House Soup 1-lb. pkg 25¢

Chunk Tuna

Sea Trader Light Meat can 37¢

DISCOUNT PRICES

Applesauce TOWN HOUSE Delicious With Baked Ham 5 cans $1

DISCOUNT PRICES

Parsons' Ammonia ARMOUR DIAL 1-qt. 12-oz. plastic btl 25¢

Scot Towels 2 roll pkg 44¢

Liquid Bleach WHITE MAGIC For Winter Washes 1 gal plastic jug 39¢

DISCOUNT PRICES

Item	Note	Price
Juice Drinks	Cragmont Ass't Flavors	2 / 59¢
Flour	Pillsbury Best	59¢
Peanut Butter		65¢
Pretzels	Ass't Varieties	39¢
Soft Drinks	Cragmont	22¢

DISCOUNT PRICES

Item	Note	Price
Lysol	Liquid Deodorizing Cleaner	79¢
Lysol Liquid	Disinfectant	77¢
Cleanser	White Magic	23¢
Paper Towels		40¢
Ivory Liquid	Detergent	79¢

10

GARDEN FRESH PRODUCE

TOMATOES

Firm Fresh 12-oz. cello pkg. 29¢

Bartlett Pears 5 lbs. $1

Potatoes U.S. No. 1 White 10 lb. bag 69¢

Item	Note	Price
Yellow Onions	Bulk	.10¢
Fresh Plums	President	.29¢
Sweet Potatoes		2 – 33¢
Golden Carrots	Crisp	2 – 27¢

APPLES Virginia Red Delicious 4 lbs. $1

Red Tokay Grapes lb. 29¢

FOOD AD

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

LEASE

AND THE LESSOR AND LESSEE for themselves, their heirs, executors, administrators and assigns do hereby covenant to and with each other as follows:

1. That the aforesaid rental shall include the cost of gas for normal cooking purposes and electricity for normal lighting and usual household appliance purposes used by Lessee on said premises. PROVIDED, HOWEVER, that the Lessor shall not be liable to Lessee or to any other person for damages or injury resulting from temporary failure of the electric or gas service. Lessee agrees not to install or operate in said apartment or building, any electric air conditioning machine, washing machine, or deep freeze, nor erect any outside television aerials without first obtaining the written consent of the Lessor, which consent may be revoked by Lessor at any time.

2. The Lessor shall not be liable for failure to deliver possession of said premises at the time stipulated herein as the date of the commencement of the tenancy, nor shall such failure excuse the Lessee's obligation hereunder, except that in the event of delay on part of Lessor in delivering said premises to Lessee, the rent herein stipulated to be paid by Lessee shall be abated for the period from the date of the commencement specified in this agreement to the date possession is tendered to Lessee.

3. The Lessor hereby covenants and agrees with the Lessee to furnish without additional cost, hot and cold water to all fixtures provided for the same, heat at all proper seasons of the year to radiators where installed, electric light bulbs and electric fuses at the time when Lessee takes possession but not thereafter. If Lessor shall furnish Venetian Blinds, same are to remain the property of Lessor.

The Lessor has installed an electric refrigerator and gas range in the demised premises, and under no condition shall said equipment be removed from said premises. The use by Lessee of his own or any other such equipment in said premises is hereby expressly prohibited.

4. And the said Lessee agrees that he will not use said premises or any part thereof for any disorderly, improper, objectionable or unlawful purpose, or for any other purpose than as a private dwelling as aforesaid; that he will not transfer or assign this agreement or sublet or transfer possession of said premises or any part thereof, to any person or persons without the written consent of Lessor first had and obtained, and only then under conditions as set forth by the Lessor; and he will not permit any additional persons to occupy the apartment without written permission; of Lessor; that he will not place any signs or other advertising matter upon the doors, windows or walls of said demised premises or said building; and said Lessee agrees that if said Lessor shall deem the tenancy of said Lessee undesirable by reason of objectionable or improper conduct on the part of said Lessee or his family or visitors to his apartment, or by reason of conduct or actions of the persons aforesaid,or any of them, causing annoyance or disturbance to other tenants in said building or adjoining buildings, then said Lessor reserves the right to terminate this agreement by giving Lessee personally, or by leaving at the demised apartment, a five days' 'written notice to quit and vacate said demised premises and may take possession thereof without legal process or may avail itself of any remedy provided by law for the restitution of possession.

LEASE

1. ______________________________

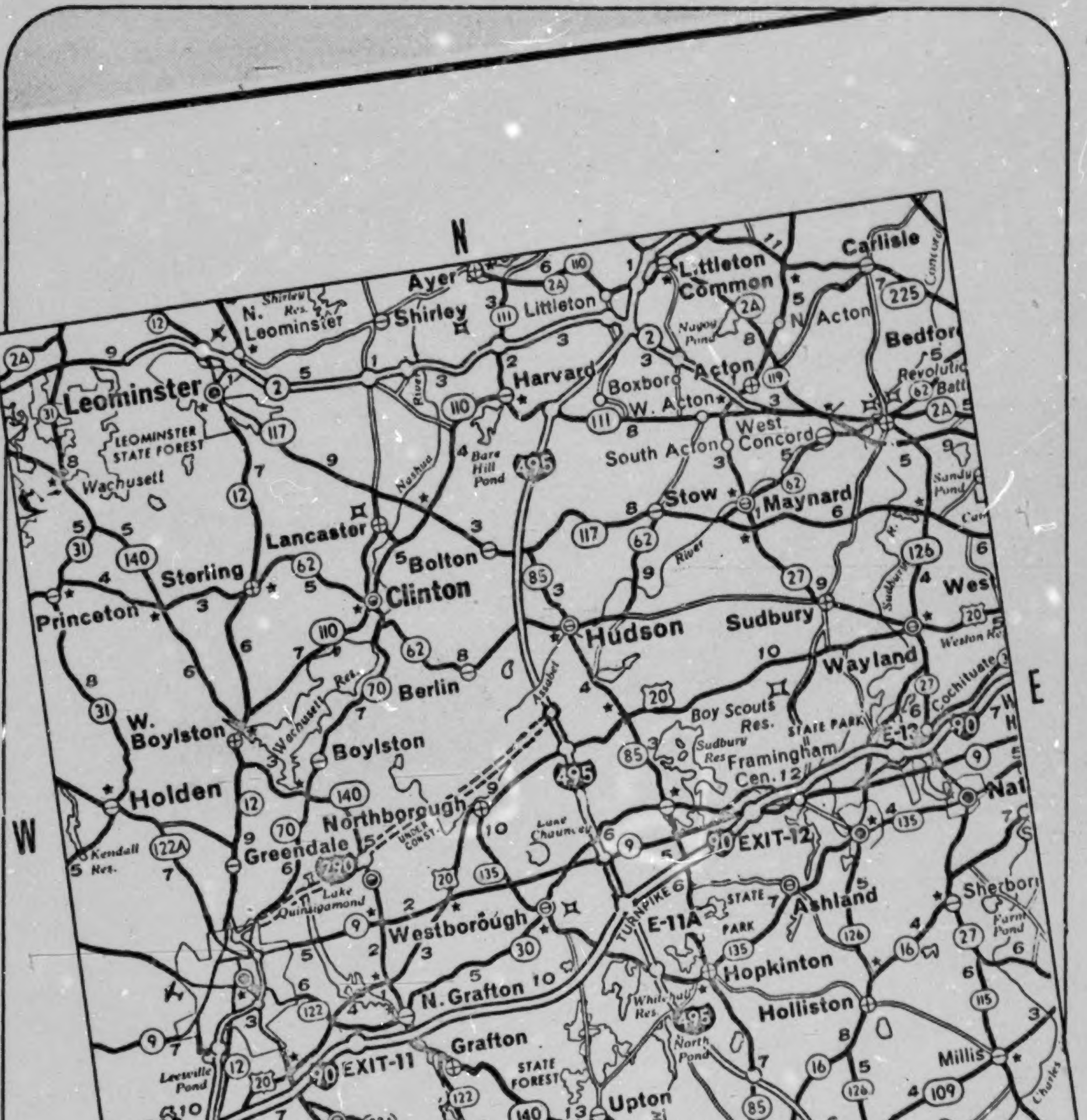
2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

13


N
S
E
W
Ayer
Shirley
N. Leominster
Shirley Res.
Littleton
Littleton Common
Carlisle
N. Acton
Bedford
Leominster
Leominster State Forest
Harvard
Boxboro
Acton
W. Acton
South Acton
West Concord
Wachusett
Bare Hill Pond
Nashua River
Lancaster
Bolton
Stow
Maynard
Sterling
Princeton
Clinton
Hudson
Sudbury
Wayland
Berlin
Wachusett Res.
W. Boylston
Boylston
Boy Scouts Res.
State Park
Sudbury Res.
Framingham Cen.
Cochituate
Holden
Northborough
Under Const.
Lake Chauncy
Kendall Res.
Greendale
Lake Quinsigamond
EXIT-12
E-13
E-11A
Turnpike
State Park
Ashland
Sherborn
Farm Pond
Westborough
N. Grafton
Hopkinton
Holliston
Whitehall Res.
North Pond
Grafton
Millis
Leeswille Pond
EXIT-11
State Forest
EXIT-10
Upton
Auburn
Eddy Pond
Farnumsville
Northbridge
Milford
W. Medway
Medway
Hopedale
N. Oxford
Blackstone
Mill River
Charles
Weston
West
Nat

ROAD MAP

1. ____

2. ____

3. ____

4. ____

5. ____

15

905 Help Wanted

APPLIANCE SERV.—MAN/OUTSIDE paid vac., hosp., salary open. General Electronics, INC., EM 2-8300.

ARCH. DRAFTSMAN — $7-$9K. FEE PAID. 2-4 yrs. exper. w/an arch. firm in commercial or industrial projects. Only SELF-motivated, innovative individual need apply. CALL Tom Adams, 953-7990. LAUREL EMPLOYMENT, Am. Natl. Bank Bldg., Laurel, Md. (agcy.)

ARCHITECT—For builder developer office. Reply to Wash. Post Box No. M-6498.

ART EXHIBITION Sec. Asst. $7500

INTERNATIONAL UNDERSTANDING THRU ART

$7500—FEE PAID

This organization arranges art exhibitions thruout the country—art from all over the world—from young artists as well as renown masters. You will be secretarial ass't, but altho it's a busy job—There's no exper. necess. to qualify, if you have basic secty. skills. Call 659-5791, Albers Personnel, or stop in at 1735 K St. N.W. (Suite 312) (agency)

ASS'T HOTEL MANAGER—For suburb. Md. hotel. Must have front desk experience. Phone Mrs. Mccrosh, 933-1300 for appt.

ASST. MGR.-HOST

BAR EXPERIENCE HELPFUL. EVENING SHIFT. MUST BE CONGENIAL AND WILLING. NEAT AND DEPENDABLE. APPLY AT MR. SMITH'S, 3104 M ST., GEORGETOWN.

ASST. EXEC. $6500

PUBLIC RELATIONS

$6500 $6500

Work with Exec. Staff. Promote PR for lge. Corp. Attend luncheons, dinners. Must be outgoing, willing to learn and have excel. typing. Big Bonus. Free parking. Call 638-4277, EMBASSY PERSONNEL, at 839 17th St., NW. Suite 200. (Agcy.)

ASST. PROPERTY MANAGER

Asst. Property Manager for large garden apartment in SE. Wash. Administrative & managerial ability required. Excellent salary & company benefits. Call Mr. HAir, 562-2992, Mon. thru Fri. PARKLAND APTS.

ASSISTANT BKKPR.—Auto dealer handle A/R and payroll. Start $6500 up, fee paid.

ATLAS AGENCY 293-7210
1660 L St., NW. Suite 309

ASSISTANT

AVIATION

NO SHTD. $7800

For the good typist who wants SOMETHING DIFFERENT! This special type organization needs someone who can be completely at ease when surrounded by heavy public contact, especially "Ambassadors and Generals" who have a great interest in aviation. "Special—free lunch daily" in this happy atmosphere. CALL OR STOP IN, 659-9270. BETTY GRAY, 1730 "K" St. NW. 1102 Riddell Bldg. (empl.)

ASST. MGR.

FULL OR PART TIME

Exciting public relations work for a new concept in entertainment. Call Club Nationale 585-1456.

ASST. MANAGER

Do you have a flair for women's fashions? Willing to be No. 2 person to train for managerial responsibilities? Excel. starting sal. & benefits. Exper. in women's fashions desirable. Call Mr. Kramer, 927-4470.

GEM DEPT. STORE
Hyattsville, Md.

ASST. MANAGER—Excel. salary & advancement opportunity in expanding car wash operation. Call Rockville Car Wash, 821-8838.

905 Help Wanted

ASST. TO ATTORNEY $7200

NO SHORTHAND

$7200—FEE PAID

Enjoy working at the side of a professional man with a great sense of humor. No legal exp. nec., no shhd., but your typing must be better than avg. Dictaphone helpful. Be responsible to only 1 man with excel. Law Firm. Call 638-4277, EMBASSY PERSONNEL, at 839 17th st nw., Suite 200. (Agcy.).

ASST. MGR. TRAINEE—$7800 Quick adv. Top co. 370-4600. Republic Pers. 101 S. Whiting St., Alex.

AUTOMATIC EQUIPMENT OPERATORS—Night shift, for block plant. Hrs., 4 p.m.-2:30 a.m. Call 420-9000, Mr. Deckman.

AUTO SERVICE ADVISOR—I need an experienced man who presents themselves well to the public & likes to sell & can manage himself & his daily business transactions. 5 day wk., paid vacation & holidays, sick pay, life & hospitalization insurance. Executive uniforms supplied. Call for appt., Mr. Leister, General Parts Service Mgr., 273-8700. Fairfax Chrysler-Plymouth, 10620 Lee Highway, Fairfax, Va.

AUTOMOTIVE

Assistant Parts Mgr.

$175 + COMM.

Exper. in Datsun-Triumph parts w/management potential.

—Paid Hospitalization

—Paid Vacation

—Paid Sick Leave

—5 Day, 40 Hr.Wk.

Call Mr. Ellis
Imports Wholesalers
525-3313

AUTOMOTIVE SERVICE ADVISOR
To work for Mercedes-Benz-Fiat dealer. Excellent salary, sick leave & vacation plan, retirement plan, company insurance & other fringe benefits. This is a career position in a constantly growing company. Apply Mr. Zetlin, American Service Center, 585 N. Glebe Rd., Arl. 525-2100.

AUTOMOTIVE PARTS MAN

Due to expansion into new facilities we need an additional exper. Counterman. Many co. benefits. Contact Mr. Calvin or Mr. Fraunfelter. Mount Vernon Dodge, Capitol Beltway & Rt. 1, 5900 Richmond Hwy., Alex. Va. 768-5500.

AUTO PARTS TRUCK DRIVER—& trainee. Contact Mr. Sizemore. Stohlman Chevrolet, 3307 M St. NW.

AUTO—FRONT END & BRAKE MECH.—Will train for alignment. 5-day wk., paid vac., laundry. Tues.-Sat. 8 a.m. to 6 p.m. AL'S BEAR SAFETY SERVICE, 5425 Marlboro Pike, 736-4822.

AUTO TITLE CLERK—Exper. Gd. pay. Employee benefits. Apply Mr. Bennett. HERBY'S FORD 835-6080.

AUTO Road Serv. driver must have Md. permit. Day or eve. shift. With exp. preferred. Excel. starting sal. + comm. Call Mr. Hickman. Call Carl Inc. 6831 Wisc. Ave. Bethesda, Md. OL 2-5900.

AUTO LOT MAN

We need a good lot man to check in new autos. Many company benefits, free hospitalization, sick leave, paid holidays & vacation, profit sharing plan. Apply in person to Service Manager, Jack Snably, Bob Banning Dodge, 5800 Baltimore ave., Hyattsville, Md. 779-7400.

AUTO MECHANICS

We need 3 first class mechanics to work in 50-50 shop. Many company benefits, free hospitalization, sick leave, paid holidays & vacation, profit sharing plan, 5 day wk. Apply in person to Service Manager, Jack Snably, Bob Banning Dodge, 5800 Baltimore ave., Hyattsville, Md. 779-7400.

905 Help Wanted

AUTO SALESMEN (2)

To sell new and used cars. Experience preferred but will train. Weekly draw against comm. pay plan. Contact Sales Manager.

Indian Head
Chrysler Plymouth
283-2107

AUTO HELP WANTED

Warranty Clerk

Auto Parts Counterman

Some experience required. Good pay plan. Paid holidays & company benefits.

LOGAN FORD
6801 Commerce St., Springfield, Va.
451-8810

AUTO SALESMAN—No experience necessary. Must be over 21. Good pay plan, company benefits, paid vacation.

SELLERS CHRYSLER PLYMOUTH

7710 Annapolis Rd.
Lanham, Md.

AUTOMOTIVE

MEN

TRAIN TO BE A TIRE INSTALLER

NO EXPERIENCE NECESSARY

KORVETTES

Tire & Auto Centers

SECURITY PLUS!

Steady year-round employment with which you can plan your future. Genuine opportunity for steady growth and advancement.

Benefits Galore!

Hospitalization, paid vacation and holidays. Employee discount.

APPLY TODAY OR CALL

ROCKVILLE, MD.

11800 ROCKVILLE PIKE
AT MONTROSE RD.
MR. PERRELL 881-6099

AUTO SALESMAN

Here is a career opportunity for an aggressive capable new car salesman at Monroe Ford in Silver Spring. Long established successful dealer. Liberal pay plan including profit sharing on sale of traded cars. Small sales force, strong closing assistance, many repeat buyers, excellent benefits. Guaranteed weekly earnings of $200 to start. It will pay you to investigate this opportunity. Call Mr. Ken Berry or Mr. Martin Weiner for appointment. JU 5-7800. Monroe Ford, Silver Spring, Md.

AUTO SERVICE ADVISOR — For Datsun-BMW dealership. Must have mech. exper. Paid holidays & vacation, profit sharing. Contact Mr. Rice, 654-8616.

AUTO PORTER — For automotive dealership. Must have valid permit. Paid holidays & vacations. Mr. Rice, 654-8616.

AUTO MECHANIC—For BMW/Datsun dealership. Must have exper. Commission pay plan. Paid holidays & vacation. Contact Mr. Rice, 654-8616.

AUTOMOTIVE—One sharp DISPATCHER, VW exper. necessary; one new-car receiving & preparation FOREMAN; 2 sharp PORTERS. Excel. pay plan, vacation, sick leave, profit sharing, & other usual benefits. Apply in person to Mr. Cole, Lee Volkswagen Inc., 6571 Backlick Rd., Springfield, Va. 451-2500.

224
~~223~~

WANT AD

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

JOB APPLICATION

FULL NAME__________ AGE_____ DATE OF BIRTH__________ S.S.__________

Laws Against Discrimination Prohibit Discrimination On Account Of Age.

ADDRESS__________ CITY & STATE__________ ZIP CODE_______ TEL.__________

HOW LONG HAVE YOU LIVED AT THE ABOVE ADDRESS?__________ HOW LONG HAVE YOU LIVED IN THIS CITY?__________

FATHER'S FULL NAME__________ WHERE EMPLOYED__________

MOTHER'S FULL NAME__________ WHERE EMPLOYED__________

HAVE YOU PROOF OF AGE?__________ IS ANYONE DEPENDENT ON YOU FOR SUPPORT?_______ WHO?__________

IF MARRIED, HUSBAND'S OR WIFE'S NAME__________

WHERE EMPLOYED?__________

NO. CHILDREN_______ AGES__________

HAVE YOU A RELATIVE NOW EMPLOYED

IF SO, GIVE NAME AND RELATION__________

WHERE EMPLOYED?__________

MARK "X" IN SQUARE THAT FITS YOUR CASE

- ☐ SINGLE
- ☐ MARRIED
- ☐ WIDOWED
- ☐ SEPARATED
- ☐ DIVORCED
- ☐ LIVING W/PARENTS
- ☐ HOUSEKEEPING
- ☐ LIVING W/RELATIVES
- ☐ BOARDING
- ☐ ROOMING

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	COURSE PURSUED	DATE LEFT	DID YOU GRADUATE?
HIGH SCHOOL					
COLLEGE					

* POSITION APPLIED FOR__________ FULL TIME_______ PART TIME_______ SAT. ONLY_______ **TEMPORARY_______

** IF TEMPORARY POSITION, PLEASE INDICATE. SIGNATURE OF APPLICANT__________

Name______________________________ Date of Testing________________________

SCORING RECORD FORM

	Road Signs	**Television Schedule**	**Cheese Pizza**	**Narcotic Drugs**	**Food Ad**	**Lease**	**Road Map**	**Want Ad**	**Job Application**
	1.____	1.____	1.____	1.____	1.____	1.____	1.____	1.____	1.____
	2.____	2.____	2.____	2.____	2.____	2.____	2.____	2.____	2.____
	3.____	3.____	3.____	3.____	3.____	3.____	3.____	3.____	3.____
	4.____	4.____	4.____	4.____	4.____	4.____	4.____	4.____	4.____
	5.____	5.____	5.____	5.____	5.____	5.____	5.____	5.____	5.____
Subtest Totals	____	____	____	____	____	____	____	____	____

In the spaces above, mark 1 if the student responds correctly and 0 if response is incorrect. Sum the number of correct responses in each column to give the Subtest Totals. Sum across the bottom row to give the Total Score. Convert the Total Score to Percent Passed by referring to Table .

Total Score ____

Percent Passed ____

Individual Analysis

Based on low test performance (0 or 1 subtest total) this student should concentrate on the following areas: (check appropriate ones)

Road Signs ____
TV Schedule ____
Cheese Pizza ____
Narcotic Drugs ____
Food Ad ____
Lease ____
Road Map ____
Want Ad ____
Job Application ____

READING

Directions: This is a test of how well you understand what you read. The test has stories for you to read and questions about the stories for you to answer. Read each story; then answer the questions that follow it. Mark the space on your answer sheet that matches the letter of the answer you choose. Here is an example:

"Make a wish and blow out the candles!" That's something people have been saying to birthday children for hundreds of years. Long ago, people thought that candles had magic powers. The candles on a birthday cake had the power of granting a wish. To get the wish the birthday child had to blow out all the candles at once and keep the wish a secret. Today, most people don't believe that candles have magic powers, but the custom goes on.

S1. To get his wish, the birthday child had to

- **A.** eat a piece of cake
- **B.** keep the wish a secret
- **C.** say the right magic words
- **D.** find the special birthday candle

S2. In line 4, "at once" means

- **A.** right away
- **B.** one by one
- **C.** at the right place
- **D.** at the same time

The best answer for question S1 is B, "keep the wish a secret," so you should blacken space B for question S1 in the Reading section of your answer sheet. The best answer for question S2 is D, "at the same time." You should blacken space D for question S2 in the Reading section of your answer sheet.

Remember to blacken only *one* space for each question. Make sure you blacken the correct space for your answer. You can look back at the story when you are answering the questions. If you wish to change an answer, carefully erase your first answer and then blacken the space for your new answer.

When you are told to begin, work until time is called or until you come to the words STOP HERE.

"I heard you have two women locked up," commented the reporter from the *Clarion*. "What's the charge?"

"Assault and battery," replied the sheriff. "One is a Mrs. Smith and the other a Mrs. Jones. They've been cooling their heels since three o'clock. Their lawyers are on their way here now to post bail."

"What happened?" asked the reporter.

"Well, Flit's Department Store held their Dollar Sale today. Since it was raining, the umbrella department was really crowded. The ladies started a tug-of-war over a purple umbrella. That's it over there on the table. It'll be exhibit A at the trial. Each lady claims she saw it first. Smith says Jones hit her on the arm with the umbrella. Jones is singing a different tune. She says Smith gave her a belt on the head with a bag of hard candy. The candy will be exhibit B. When a salesman tried to stop the fight, they let him have it. He'll be out of the hospital in a week."

The sheriff leaned back, yawned, and looked at the clock. "It's five o'clock. Deputy Slat will be coming on duty. I'll wait until tomorrow to mark those exhibits."

A tall young man swaggered into the room a few minutes later. He drew two imaginary six-guns and growled, "My name is Wild Bill Hickok. I'm here to take the night watch."

"Your name will be mud if you don't finish that report on your desk," said the sheriff. "I'll see you tomorrow."

"You can always depend on Wild Bill," replied Slat as the sheriff and the reporter walked out the door.

He sat down and began to work. I could eat a bear, he said to himself, and glanced around the room. Hey, what's that over there? He walked over to the table and filled his mouth with candy. Loud cracks filled the room. Ummm, good. I'll eat the rest of it while I work. And here's an umbrella. That will come in handy when I go home. The sheriff won't mind if I take it—it's all torn up anyhow.

1. The story takes place in a

   A. courtroom
   B. newspaper office
   C. department store
   D. county jail

2. Mrs. Smith and Mrs. Jones could best be described as

   A. thoughtful
   B. violent
   C. jealous
   D. innocent

3. The next time the salesman sees two people having a fight, he will probably

   A. refuse to get involved
   B. try to pull the fighters apart
   C. explain to them why they shouldn't fight
   D. call a reporter

4. When the sheriff says "Jones is singing a different tune," he means that she is

   A. telling another side of the story
   B. screaming for her lawyer
   C. agreeing with Mrs. Smith
   D. singing an unusual song

5. Why is the sheriff really to blame for what Slat did?

   A. He shouldn't have gone so early.
   B. He should not have allowed Slat to be alone on duty.
   C. He knew that Slat was always hungry.
   D. He didn't mark the umbrella and candy as exhibits.

6. In line 11, belt means a

   A. strip of leather
   B. safety strap
   C. blow
   D. song

7. Who has the most reason to sue Mrs. Smith and Mrs. Jones?

   A. The owner of Flit's Department Store
   B. The salesman
   C. The sheriff
   D. The reporter from the *Clarion*

8. Deputy Slat was going to be in trouble for

   A. talking back to the sheriff
   B. impersonating Wild Bill Hickok
   C. leaving work early
   D. taking evidence

9. Which of the following statements is an opinion rather than a statement of fact?

   A. The sheriff can always depend on Slat.
   B. Mrs. Jones and Mrs. Smith had a fight.
   C. Both ladies claim they saw the umbrella first.
   D. The salesman is in the hospital.

10. When the sheriff left for the day, he assumed that

   A. Mrs. Smith and Mrs. Jones would try to escape
   B. Slat would not finish the report
   C. the attorneys would not arrive with bail
   D. no one would touch the evidence

~~228~~
229

Color serves a protective function for many animals. It makes some hard to see against their backgrounds. This helps to protect them from their predators—other animals that kill and eat them. Color also serves to protect some predators. It warns them that some animals they would like to eat can harm them.

Many insects are the color of leaves, twigs, or bark. When they rest quietly on a plant or tree, their predators have a hard time spotting them. For example, the underwing, a kind of moth, has gray-and-brown wings that blend with the color of bark.

The color of some animals changes to blend with their backgrounds. The arctic hare, a rabbit, is brown in summer. In winter its fur becomes white to match the snow on the ground. The color of some animals changes more quickly. The mosquito fish, for example, becomes darker or lighter to match its background as it moves around.

Some investigators experimented to see if color really does protect animals from predators. They put mosquito fish in a tank with a white bottom. A few hours later all the fish were light-colored. The investigators then put half the fish in a tank with a black bottom. They immediately freed penguins, seabirds that eat mosquito fish, near the two tanks. After several hours they counted the number of fish in each tank. Most of the fish in the black tank had been eaten. Most of the fish in the white tank were still alive. Thus the investigators found that color does protect mosquito fish. But color is not a foolproof source of protection.

Color serves as a warning to some predators. Some animals are poisonous, sting, give off a bad smell, or taste bad. Many of these animals are brightly colored. They are easily seen by predators.

Investigators experimented to see whether predators know instinctively which bright-colored animals to avoid or whether they learn only by experience. In their experiments they used monarch butterflies and blue jays. Monarchs have bright orange-and-black wings and are believed to taste very bad. The investigators put a hungry young blue jay into a cage with the monarchs. The blue jay caught and ate just one. It did not chase any others.

11. In line 7, bark means

A. the sound a dog makes
B. a loud and angry cry
C. the outside of a tree trunk
D. a kind of beetle

12. Where would you be LEAST likely to find animals like the arctic hare that change color in winter and summer?

A. Canada
B. Florida
C. Alaska
D. Colorado

13. In the test with mosquito fish, what did the investigators find when they counted the fish?

A. All the fish in both tanks had been eaten by the penguins.
B. About half the mosquito fish in each tank had been eaten.
C. The penguins had eaten more fish from the black tank than from the white tank.
D. Penguins don't like mosquito fish and so had eaten only a few.

14. What was the investigators' last step in the test with the mosquito fish and penguins?

A. They counted the number of fish in each tank.
B. They freed penguins near the tank.
C. They placed mosquito fish in a white tank.
D. They put half the mosquito fish in the black tank.

15. After they placed the mosquito fish in the white tank, the investigators waited before placing half of them in the black tank. Why did they do this?

A. They wanted to make sure the penguins would be hungry.
B. It took several hours for the mosquito fish to become light-colored.
C. It took several hours for the mosquito fish to become dark-colored.
D. They had to count the fish in the tank.

16. In line 15, freed means

- **A.** gave
- **B.** unfastened
- **C.** released
- **D.** banished

17. Based on the story, why did the penguins eat more fish from the black tank than from the white tank?

- **A.** The fish in the black tank moved more slowly than those in the white tank.
- **B.** The fish in the black tank were still light-colored; the penguins could see them better than those in the white tank.
- **C.** The fish in the black tank could not see the penguins as well as those in the white tank.
- **D.** The fish in the black tank had no warning color, so the penguins didn't know they tasted bad.

18. Animals that sting, give off strong smells, or are poisonous often get away from predators by

- **A.** killing them
- **B.** blending with their backgrounds
- **C.** warning them with bright colors
- **D.** changing color

19. What happened when the investigators put the blue jay in the cage with the monarchs?

- **A.** The blue jay ate all the monarchs.
- **B.** The blue jay did not try to catch any monarchs.
- **C.** The blue jay caught and ate one monarch.
- **D.** The monarchs flew away from the blue jay.

20. What did the investigators learn from the experiment with the monarchs and the blue jay?

- **A.** Blue jays learn to relate color and bad taste.
- **B.** Blue jays can't see monarchs clearly.
- **C.** Blue jays have small appetites.
- **D.** Blue jays don't like orange and black.

Sometimes new fields of knowledge start by accident. One such field in the area of industrial psychology was the study of workers' feelings about their jobs.

Once, workers' feelings were not considered very important. Employers thought that good pay and safe physical conditions were all that mattered to workers.

In 1924 the managers of the Hawthorne plant of the Western Electric Company decided that their workers could work faster if they had better lighting. The managers hired experimenters to find out how much light the workers needed. At first, this seemed simple. The experimenters watched some women whose job was winding coils of wire, and they kept track of the number of coils the workers could produce when the lights were dim. Then they made the lights brighter and measured the workers' production again. Just as they expected, the women produced more each time the light was made brighter.

Then a surprising thing happened. They switched back to dim lights, but the workers' production didn't decrease! The workshop was still a beehive of activity. Something besides the increase in light must have been causing the women to work harder.

More experiments followed. The investigators found that workers almost always produced more when they were subjects in an experiment, even when the lights were so dim they could hardly see. The experimenters were very puzzled. Finally they realized that the coil winders were working very hard because the experiment made them feel important. They felt that the company cared about them because they were getting special attention by being in the experiment.

The way this feeling of importance affected the workers' production is called the Hawthorne effect. Its discovery was a major event in the development of industrial psychology. Employers learned that workers' feelings were important after all.

21. If the workshop was a "beehive of activity," the workers must have been

A. talking to each other
B. wandering around
C. making honey
D. working quickly

22. The Hawthorne plant managers hired experimenters to find out

A. how many coils a worker could wind
B. how much light they should put in the workshops
C. how workers might be made to feel important
D. how workers might be influenced

23. How did the workers probably feel about their jobs during the experiment?

A. They liked them because the work wasn't very difficult.
B. They disliked them because the work was more difficult during the experiment.
C. They liked them because the workshop was a bright, cheery place.
D. They liked them because they felt that what they were doing was important to the company.

24. In line 20, felt means

A. touched with the fingertips
B. proved
C. believed
D. a kind of cloth

25. The production by the workers in the experiment increased mainly because of the

A. workers' desire to beat each other
B. workers' desire to earn more money
C. improvement in lighting
D. special attention the workers received

26. How did the experimenters measure the workers' production?

A. They watched to see how hard the people worked.
B. They kept track of the number of coils wound.
C. They recorded the amount of noise that was made.
D. They counted the number of times each worker looked at the light.

27. What did the experimenters try to find out after the surprising results of the first experiment?

A. How the workers felt about being in an experiment
B. How much the coil winders could produce
C. What was affecting the women's work besides the amount of light
D. What kind of light was best for the workers

28. Why does the author describe the experiments at the Hawthorne plant instead of a more recent industrial psychology experiment?

A. The Hawthorne experiments were very important in the development of industrial psychology.
B. There haven't been any industrial psychology experiments since the Hawthorne effect was discovered.
C. The recent experiments are more difficult to explain.
D. There is no particular reason that he chose this example instead of some other one.

29. Why didn't the Hawthorne experiment solve the problem it was supposed to solve?

A. The experimenters didn't know what they were trying to find out.
B. The experimenters were trying to find out too many things at once.
C. The results showed the effect of only one thing instead of the effects of many things.
D. The results depended upon the effect of something other than the thing that was being studied.

30. What was the first sign that the workers' production was being influenced by something besides the amount of light?

A. The workers said the experiment made them feel important.
B. Production didn't decrease when the bright lights were replaced with dim ones.
C. Production increased each time the light was made brighter.
D. The investigators found that workers produced more when they were part of an experiment.

The violins swam in and out of each other's waters. A flute skimmed the surface like a dragonfly. Two bassoons vibrated in the depths. The music lingered on a last green note before the pause. . . .

And then like a belch at a ladies' luncheon came the reckless ta-ta-ta-rum of a slide trombone, a tumult of strident sound. Maestroni's ecstasy crumbled. "If you do that again, I'll kill you!" he screamed.

Albert, the third trombonist, wriggled lumpishly on his stool. The other trombonists stared stonily ahead. The orchestra was still in awe of the high-tempered genius at its head. Maestroni was conducting only one performance, and rehearsal time was limited.

They played the piece again, tension mounting as they approached the luckless pause. But the silence endured its proper span. Maestroni, black-browed, jabbed pointedly at the trombones when their time came, and this time they resounded in unison as required.

After the rehearsal Albert went home disconsolately to his mother. "My first big blunder," he sobbed, "and in front of *Il Maestro* himself. What will become of me?"

After forty years of caring for Albert, his mother still didn't understand his fascination with music. "Why don't you give up that trombone?" She had said the same thing every night for twenty years.

"But mama, it is my life," pleaded Albert as he did every night. "Why do you say such things? You are tone deaf. How can it disturb you?"

"It is that Maestroni who has upset you," muttered his mother to herself. "I will show *Il Maestro* where he belongs."

The performance was held the following evening. The orchestra relaxed and played their best. The violins swayed like dancers; flutes and clarinets circled about them. The oboe hovered at a distance. The memorable pause drew near; the violins sighed and slept, overpowered by their own beauty. The oboe crept away. The bassoons were dreaming. Maestroni wore an expression of serene complacence.

Then suddenly, when the concert hall was hushed and awed, the unspeakable happened. A little old lady in black stood up at the back of the hall and blew a long, loud, malevolent call on Albert's spare trombone.

31. In the first paragraph, the music reminded the author of a

- **A.** storm on a river
- **B.** spring meadow
- **C.** deep, green forest
- **D.** peaceful lake

32. When Albert "wriggled lumpishly," he must have moved

- **A.** suddenly
- **B.** awkwardly
- **C.** noisily
- **D.** slowly

33. Where was Albert at the beginning of the passage?

- **A.** In the orchestra at a rehearsal
- **B.** At home with his mother
- **C.** In the orchestra at a concert
- **D.** In the third row of the orchestra pit

34. Who is Maestroni?

- **A.** A guest conductor
- **B.** An opera singer
- **C.** A trombonist
- **D.** A violinist

35. If the trombones "resounded in unison,"

- **A.** one was played after another
- **B.** they were blown softly
- **C.** each played a different note
- **D.** they were all played together

36. How did Albert's mother feel about Maestroni?

- **A.** Indifferent
- **B.** Puzzled
- **C.** Scornful
- **D.** Concerned

37. At the end of the passage, Albert's mother

A. tried to sneak into the concert hall
B. blew the trombone in the audience
C. stole Maestroni's trombone
D. gave Albert's trombone to a little old lady

38. When Albert blew his trombone at the wrong time, Maestroni was

A. tense
B. insulted
C. understanding
D. furious

39. Toward the end of the passage, "Maestroni wore an expression of serene complacence" because

A. he was pleased with the orchestra's playing
B. he didn't notice how the orchestra was playing
C. the concert hall was filled to capacity
D. the audience was applauding enthusiastically

40. Albert's mother did what she did because

A. she was tone deaf
B. she was angry at Albert
C. she wanted to impress *Il Maestro*
D. Maestroni had upset her son

Anyone who has visited a zoo knows that man's closest relatives in the animal kingdom are members of the ape family: gorillas, chimpanzees, orangutans, and gibbons. A few minutes of gazing at a gorilla who is simultaneously studying you provides convincing evidence that man is not the only thinking animal.

Of all the apes, the chimpanzee is probably most like man. A comparison of the early development of a chimp and a child can help a person understand what it is that makes man human.

A newborn chimp develops motor skills more rapidly than its human relative. Before a child can roll over, a chimp is crawling. By the time a child has mastered crawling, a chimp can run circles around him.

A young chimp also grasps simple mechanical operations earlier than a child. In captivity, young chimps learn to unlock doors, to switch on lights, and even to start a car. These skills require manual dexterity, which a chimp instinctively develops as it plays. A young chimp will toy for hours with twigs and leaves, bending them and poking them into holes. Later it uses these skills to make simple tools and to build nests for sleeping.

Like a human being, a chimpanzee is able to analyze a problem and foresee the results of its actions. In fact, a one- to two-year-old chimp can solve problems as well as or better than a child of the same age. For example, in a "suspended cooky" test, a fourteen-month-old chimp beat a seventeen-month-old boy in figuring out how to use a chair to reach the prize.

When does the child leave the chimp behind? A baby chimp makes sounds when it needs something or wants to express a basic emotion, such as fear or anger. With a language of cries, shrieks, and gestures, it can communicate these needs or emotions. A child begins very early to babble. Slowly he begins to put these sounds together and to imitate the words he hears around him. Gradually he comes to understand the words of others. With speech and the meanings it represents, the child can communicate not only his needs, but also complex emotions and ideas.

41. Which of the following most closely resembles man?

A. Gorilla
B. Gibbon
C. Chimpanzee
D. Orangutan

42. Young children and young chimpanzees differ mainly in their ability to

A. run in circles
B. make word sounds
C. reach cookies
D. bend twigs

43. According to the passage, which of the following would be the correct order in which motor skills are learned?

- **A.** Walking, crawling, rolling over
- **B.** Rolling over, walking, crawling
- **C.** Rolling over, crawling, walking
- **D.** Crawling, rolling over, walking

44. In line 8, motor means having to do with

- **A.** muscular movement
- **B.** an automobile
- **C.** thinking
- **D.** an engine

45. According to the passage, a chimpanzee can learn to unlock a door earlier than a child because the chimpanzee

- **A.** is much more curious about what's beyond the door
- **B.** develops manual dexterity sooner than the child
- **C.** has longer arms than the child
- **D.** is born with nimble fingers

46. Chimpanzees are often used to test new medicines. Chimps are probably used in such experiments because they

- **A.** can analyze problems and foresee results
- **B.** have greater manual dexterity than a child
- **C.** are so similar to man
- **D.** develop motor skills earlier than man

47. Before a child can roll over, a chimpanzee can

- **A.** run
- **B.** crawl
- **C.** skip
- **D.** climb

48. In line 19, suspended means

- **A.** stopping
- **B.** removing
- **C.** hanging
- **D.** putting off

49. According to the passage, the purpose of the "suspended cooky" test is to study

- **A.** manual dexterity
- **B.** general motor skills
- **C.** problem-solving ability
- **D.** types of play

50. Assuming that the faster the physical development the shorter the lifespan, which of the following is probably true about chimpanzees and human beings?

- **A.** The lifespan of human beings is longer than that of chimpanzees.
- **B.** The lifespan of chimpanzees is longer than that of human beings.
- **C.** Chimpanzees and human beings have approximately the same lifespan.
- **D.** Chimpanzees never live longer than five years.

The English language was once very different from the way it is today. Linguists who have studied the history of English say that it began as a branch of the German language. It was spoken by people who lived along the northern coast of Europe more than two thousand years ago. The language these people spoke would not sound anything like the English spoken today.

English has changed a great deal over the years. This is because the first speakers of English, who came to be known as Anglo-Saxons, came in contact with people who spoke many languages. In order to communicate with these people, the Anglo-Saxons had to learn some of their words. Once they learned them, they kept on using them. Soon these words became part of the English language.

For example, many common English words, such as *butter, cheese, street,* and *pound,* were originally Latin. They were added to English when Latin-speaking merchants began to trade with the Anglo-Saxons. Thousands of words became part of the English language in similar ways.

Sometimes words were adopted as a result of war. One example of this is the Norman Conquest. The Normans, who spoke French, conquered England in 1066 and ruled the land for several hundred years. Although most of the people in England continued to speak English, they began to use many of the French words that their rulers used. *Tax,* *beef*, *beauty*, and *dance* are examples of words that were originally French and became part of the English language during the period of Norman rule.

Even today, words are adopted from other languages, and sometimes words must be coined to describe completely new ideas or recent discoveries. The English language is still changing to suit the speakers' needs, just as it has been changing for thousands of years.

51. In line 16, ruled means

A. laid down a legal rule
B. arranged in a line; lined up
C. decided in a court
D. governed; controlled

52. Which of the following words shows that English is still changing?

A *war*
B. *astronaut*
C. *street*
D. *beauty*

53. One general reason for many of the first changes in the English language was that the Anglo-Saxons

A. hired an expert to simplify what was an extremely difficult language
B. continually moved from place to place
C. were forced to learn the languages of their conquerors
D. came in contact with people who spoke many languages

54. The author suggests that Latin words such as *butter* and *cheese* were adopted by the Anglo-Saxons because these people

A. had no words for these items before the Latin-speaking merchants came
B. thought these words sounded better than the ones they had been using until then
C. needed to know these words to talk with Latin-speaking merchants about these products
D. had to use the words their Norman rulers used

55. The author implies that in a few years the English language will be

A. spoken in every country in the world
B. replaced by a new, easier language
C. very different from the way it is today
D. slightly different from the way it is today

56. Which of the following words was NOT made up within the last one hundred years?

A. *television*
B. *wheel*
C. *radioactive*
D. *radar*

57. Which of the following does the author suggest rather than say?

A. England was conquered by the Normans in 1066.
B. The words *street* and *pound* are from the Latin language.
C. Changes in the English language have been gradual.
D. A form of the German language was the basis for English.

58. Today, new words are added to the English language mainly to

A. make it possible to talk about new ideas and discoveries
B. prove that English is still capable of change
C. replace old, worn-out words that have become boring
D. keep English from becoming too much like Latin

59. In line 20, period means

A. punctuation mark
B. end of a sentence
C. division of the school day
D. portion of time

60. One result of the Norman Conquest was that

A. trade between Latin-speaking merchants and the Normans increased
B. many French words were added to the English language
C. words that originally were English were removed from the French language
D. the Normans officially adopted the English language

STOP HERE.
END OF TEST.

235

VOCABULARY

Directions: This is a test of how well you know the meaning of words. For each question, choose the word that has most nearly the same meaning as the underlined word. Mark the space on your answer sheet that matches the letter of the meaning you choose. Here is an example:

S1. begin the game

A. win
B. watch
C. start
D. remember

The best answer is C, "start," since it has most nearly the same meaning as begin. You should blacken space C for question S1 in the Vocabulary section of your answer sheet.

Remember to blacken only *one* space for each question. Make sure you blacken the correct space for your answer.

When you are told to begin, work until time is called or until you come to the words STOP HERE.

---

1. beyond the turn in the road

A. near
B. beside
C. at
D. past

2. an interesting topic

A. book
B. subject
C. appearance
D. memory

3. occurs often

A. happens
B. looks up
C. tries
D. fails

4. awkward man

A. handsome
B. clumsy
C. friendly
D. dreadful

5. additional books

A. school
B. new
C. extra
D. large

6. absolutely forbidden

A. foolishly
B. completely
C. possibly
D. needlessly

7. enclosed with a letter

A. remembered
B. put in
C. insulted
D. informed

8. a terrible nuisance

A. accident
B. storm
C. smell
D. bother

9. sound logic

A. reasoning
B. knowledge
C. example
D. excuse

10. the gradual increase

A. helpful
B. sudden
C. slow
D. alarming

11. tends to walk slowly

A. is likely
B. needs
C. has a right
D. tries

12. genuine feelings

A. friendly
B. true
C. hurt
D. personal

13. possess a car

A. drive
B. park
C. borrow
D. own

14. stability of the chair

A. covering
B. style
C. steadiness
D. usefulness

15. the annual report

A. book
B. yearly
C. poor
D. final

16. accomplish the task

A. assign
B. understand
C. accept
D. finish

17. phantom of the castle

A. owner
B. moat
C. ghost
D. keeper

18. practical machine

A. old-fashioned
B. expensive
C. complicated
D. useful

19. easily hoisted

A. replaced
B. lifted
C. forgotten
D. made

20. particle of coal

A. handful
B. truckload
C. tiny piece
D. sample

21. inhabit the house

A. live in
B. buy
C. invade
D. build

22. hesitant attitude

A. undecided
B. positive
C. cheerful
D. serious

23. fret over

A. cross
B. argue
C. worry
D. fly

24. controlled humidity

A. temperature
B. temper
C. light
D. dampness

25. negotiated the contract

A. rewrote
B. said no to
C. talked over
D. signed

26. the gavel pounded

A. terrible headache
B. wooden hammer
C. bass drum
D. heart

27. obsolete automobile

A. out-of-date
B. very old
C. large
D. worn-out

28. modify the design

A. photograph
B. display
C. help with
D. change

29. automobiles depreciate

A. lessen in value
B. require care
C. run on gasoline
D. are necessary

30. oppose her wishes

A. talk about
B. listen to
C. act against
D. ignore

STOP HERE.
END OF TEST.

STUDENT FORMS

1. STUDENT DATA FORM
2. ATTENDANCE FORM
3. ATTITUDE SCALE

Part I

Name of Operating Agency ____________________

Project ID ☐☐☐ Student ID ☐☐☐☐

STUDENT DATA FORM

OMB #51-S-73043
Expires 7-1-74

Part II (This section to be completed by student upon enrollment.)

1 **Student's Name** ____________________ (last) (first)

2 **Sex** ☐ male ☐ female

3 **Birthdate** ☐☐ month ☐☐ day ☐☐ year

4 **Ethnicity** ☐ Black ☐ White ☐ Spanish Surname ☐ Portuguese ☐ American Indian ☐ Asian ☐ Other

5 **Highest Grade Completed in U.S. Schools** ☐☐

6 **Employment Status** ☐ employed more than 20 hours per week ☐ employed less than 20 hours per week ☐ unemployed ☐ full time student

7 **Reasons for Enrollment:**

- ☐ Counselor (teacher, parents, parole officer, etc.) said that I should enroll
- ☐ Want to learn to read (or read better) in order to:
  - ☐ do better in school (get better grades, advance to next level, get GED, etc.)
  - ☐ get a job (or better job)
  - ☐ handle life situation better (read newspaper, drive car, help children with homework, etc.)
  - ☐ other (describe) ____________________

Part III (This section to be completed by project staff upon enrollment.)

8 Date of Enrollment ☐☐ month ☐☐ day ☐☐ year

LANGUAGE AND READING DATA

9 Native Language ☐ English ☐ Spanish ☐ Portuguese ☐ Am. Indian ☐ Chinese ☐ Other

10 Able to Read Native Language (if not English) ☐ Yes ☐ No

11 Fluent in Spoken English ☐ Yes ☐ No

STUDENT'S INSTRUCTION PLAN

12 Assigned to *(check one or both)* ☐ class ☐ tutor

13 Name of Regular Teacher or Tutor ____________________ (last) (first)

14 Teacher or Tutor ID ☐☐☐

15 Number of Class or Tutoring Sessions Scheduled Per Week ☐☐

16 Number of Hours of Attendance Scheduled Per Week ☐☐

Part IV

TERMINATION DATA *(to be completed by project staff upon termination)*

17 Date ☐☐ month ☐☐ day ☐☐ year

18 Reason

- ☐ withdrew
  - ☐ moved
  - ☐ health
  - ☐ transportation
  - ☐ time conflicts
  - ☐ child care
  - ☐ lack of interest/dissatisfied
  - ☐ family
  - ☐ job change
  - ☐ unknown
  - ☐ other (describe) ____________________
- ☐ dropped
  - ☐ non-attendance
  - ☐ discipline problem
  - ☐ other (describe) ____________________
- ☐ completed
  - ☐ session ended
  - ☐ moved to more advanced program
  - ☐ accomplished personal goals
  - ☐ other (describe) ____________________

BEST COPY AVAILABLE

Pacific T & TA Corp.

PROJECT COPY ~~239~~240

ATTENDANCE DATA FORM

(1) Project Name ____________________ (2) Project ID # ______

(4)	(5)		(6)	(7)		(8)		
	STUDENT NAME			TEACHER/TUTOR NAME		DECEMBER ATTENDANCE DATA		
ID #	last	first	ID #	last	first	# sessions attended	# sessions absent	# hours attended

READING ATTITUDE SURVEY

An attitude scale for Grades 7-12, College Students, and Adults

* * *

This attitude scale has been developed to measure attitudes toward reading, including: attitudes about reading as a useful or pleasurable activity, perceptions of self as a reader, and specific reading behaviors which reflect attitudinal factors.

INSTRUCTIONS FOR ADMINISTRATION:

1. Explain that this scale is a way for people to describe their real feelings, beliefs and actions in relation to reading. It is not a "test" and there are no right or wrong answers.

2. Carefully explain the method for completing the survey form, as follows: "For each statement, place a check mark (✓) in the box which best describes how frequently you do, think, or feel the thing which is described. Thus, the first item, Item A, says 'I'd rather watch television than read.' Would you rather watch television than read VERY OFTEN? If so, place a check in the first box (box a). Would you rather watch television than read OFTEN? Then check the second box (box b), etc." Repeat this sequence as often as necessary--for every item in the scale, if you wish--so that everyone will be able to complete the form correctly. Remember, we are interested in securing a true statement of attitudes, not a measure of reading or test-taking ability.

3. Because this is not a reading test, every effort should be made to insure that every student understands every item. Methods to accomplish this include:
    (a) reading every item aloud, as many times as needed, and/or
    (b) translating the instructions and the items into the student's native language, where completing the scale in English would create a handicap.

4. When the scale is completed, ask each student to:
    (a) check it over to be certain that every item has been answered
    (b) be sure to put their full name at the bottom of the sheet
    (c) fill in the date.

5. There is no time limit.

READING ATTITUDE SURVEY

(check one box for every item)

		VERY OFTEN	OFTEN	SOME-TIMES	HARDLY EVER
1. I'd rather watch television than read.	1.	a ☐	b ☐	c ☐	d ☐
2. I get really involved with the people I read about.	2.	a ☐	b ☐	c ☐	d ☐
3. I manage very well without reading.	3.	a ☐	b ☐	c ☐	d ☐
4. I think I'm a good reader.	4.	a ☐	b ☐	c ☐	d ☐
5. Reading gives me interesting ideas about things to do.	5.	a ☐	b ☐	c ☐	d ☐
6. I re-read a story or article that I especially like.	6.	a ☐	b ☐	c ☐	d ☐
7. I spend my free time reading.	7.	a ☐	b ☐	c ☐	d ☐
8. If I want to know something, I try to find a book or article on the subject.	8.	a ☐	b ☐	c ☐	d ☐
9. I like going to my reading class.	9.	a ☐	b ☐	c ☐	d ☐
10. It's hard to get the meaning out of things I read.	10.	a ☐	b ☐	c ☐	d ☐
11. I like to get books (or magazines or comic books) for presents.	11.	a ☐	b ☐	c ☐	d ☐
12. I talk about the things I read.	12.	a ☐	b ☐	c ☐	d ☐
13. I get so involved in what I'm reading that I lose track of time.	13.	a ☐	b ☐	c ☐	d ☐
14. I can figure out words that I don't know.	14.	a ☐	b ☐	c ☐	d ☐
15. I feel discouraged about learning to read well.	15.	a ☐	b ☐	c ☐	d ☐
16. I borrow books or magazines I want to read (from the library, teacher, friends or family).	16.	a ☐	b ☐	c ☐	d ☐
17. Reading becomes boring after an hour.	17.	a ☐	b ☐	c ☐	d ☐
18. I get really helpful information from reading.	18.	a ☐	b ☐	c ☐	d ☐
19. I think people who read well have fuller lives than those who don't read well.	19.	a ☐	b ☐	c ☐	d ☐
20. Books are filled with interesting ideas.	20.	a ☐	b ☐	c ☐	d ☐

(check one box for every item)

	VERY OFTEN	OFTEN	SOME-TIMES	HARDLY EVER
21. I go to book stores (or book displays in other stores) to look at the books.	21. a ☐	b ☐	c ☐	d ☐
22. I read just for fun.	22. a ☐	b ☐	c ☐	d ☐
23. I think I'll be able to get a good (or better) job when I can read better.	23. a ☐	b ☐	c ☐	d ☐
24. I volunteer to read aloud (in class, to my family or friends).	24. a ☐	b ☐	c ☐	d ☐
25. Reading helps me to relax.	25. a ☐	b ☐	c ☐	d ☐

Name ____________________
last first

Student ID ☐☐☐☐

Project ID ☐☐☐

Date ☐☐ ☐☐ ☐☐
month day year

© P.T.& T.A. 1973

244
~~243~~

STAFF FORMS

1. STAFF DATA FORM
2. STAFF QUESTIONNAIRE

Part I

Name of Operating Agency ____________________

Project ID ☐☐☐ **Staff/Volunteer ID** ☐☐☐

OMB #51-S-73043
Expires 7-1-74

STAFF/VOLUNTEER DATA FORM

Part II (To be completed by all staff members.)

1 **Name of Staff Member** ____________________ last first

2 **Sex** ☐ male ☐ female

3 **Birthdate** ☐☐ ☐☐ ☐☐ month day year

4 **Ethnicity** ☐ Black ☐ White ☐ Spanish Surname ☐ Portuguese ☐ Am. Indian ☐ Asian ☐ Other

EDUCATION

5 **Highest Year of School Completed** ☐☐

6 **Degrees** ☐ high school diploma ☐ GED ☐ AA ☐ bachelor's degree ☐ post-graduate degree ☐ teaching credential ☐ other (describe) ____________________

7 **Have Had Formal Courses in Reading Instruction?** ☐ none ☐ 1-2 ☐ 3-4 ☐ more than 4

EXPERIENCE

8 **Number of Years Teaching** ☐☐

9 **Number of Years of Other Relevant Experience** ☐☐ **Describe:** ____________________

JOB ASSIGNMENT

10 **Title** ☐ Project Director ☐ Asst. Project Director ☐ Other Administrative ☐ Reading Specialist ☐ Teacher ☐ Tutor/Aide (paid) ☐ Tutor/Aide (volunteer) ☐ Counselor ☐ Clerical ☐ Other (describe) ____________________

11 **Date of Employment in R2R Program** (for volunteer, date begun) ☐☐ ☐☐ ☐☐ month day year

12 **Number of R2R Working Hours Per Week** ☐☐

13 **Number of R2R Teaching Hours Per Week** ☐☐

LANGUAGE DATA

14 **Native Language** ☐ English ☐ Spanish ☐ Portuguese ☐ American Indian language ☐ Chinese ☐ Other

15 **Languages in Which you are Fluent** *(check all appropriate)* ☐ English ☐ Spanish ☐ Portuguese ☐ American Indian language ☐ Chinese ☐ Other

Part III

TERMINATION DATA *(to be completed by office upon termination)*

16 **Date** ☐☐ ☐☐ ☐☐ month day year

17 **Reason**

- ☐ dismissed
  - ☐ absenteeism
  - ☐ lacking in skills
  - ☐ interpersonal problems
  - ☐ other ____________________
- ☐ voluntarily left
  - ☐ personal reasons
  - ☐ dissatisfaction
  - ☐ other employment
  - ☐ unknown
  - ☐ other ____________________

BEST COPY AVAILABLE

Pacific T & TA Corp.

PROJECT COPY

246

STAFF QUESTIONNAIRE

Name of Project ______________________________ Project ID # _____

Pacific T. & T. A. is conducting an evaluation of the Community Based Right to Read Program. Since teachers and tutors are most directly knowledgable about the program's impact on students, we are requesting your assistance in analyzing your program.

The following questionnaire contains statements about the program. For each statement, circle the response which most accurately reflects your opinion. Please be frank in your responses. No names are required and all answers will be treated confidentially. Thank you.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
ADMINISTRATION AND ORGANIZATION				
1. The project is effectively administered.	SA	A	D	SD
2. The staff gets along well with administrators.	SA	A	D	SD
3. The project's goals are clearly defined.	SA	A	D	SD
4. The project's goals are realistic.	SA	A	D	SD
5. Administrators/supervisors are helpful to the staff.	SA	A	D	SD
6. Administrators are responsive to the staff's needs.	SA	A	D	SD
7. The project has correctly allocated its funds for staff, materials, and other expenses.	SA	A	D	SD
8. The project serves those people who are most in need of reading instruction.	SA	A	D	SD
9. The project is doing everything possible to enable the students to attend regularly.	SA	A	D	SD
10. The project is doing a good job in limiting the number of drop-outs.	SA	A	D	SD
STAFF				
11. Training provided by the project has improved the staff's skills in teaching reading.	SA	A	D	SD
12. Staff has a clear understanding of what is expected of them on the job.	SA	A	D	SD
13. Staff is enthusiastic about teaching reading to students.	SA	A	D	SD
14. Staff is generally well satisfied with salaries and working conditions.	SA	A	D	SD

BEST COPY AVAILABLE

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
15. Staff members get along well with each other.	SA	A	D	SD
16. Instructional staff (teachers & tutors) have the needed skills to effectively teach reading.	SA	A	D	SD
17. The staff gets along well with the students.	SA	A	D	SD
STUDENTS				
18. Students will substantially improve their reading skills due to their participation in the project.	SA	A	D	SD
19. Students have a positive attitude about participating in the project.	SA	A	D	SD
20. Students feel that the reading instruction provided by the project is valuable.	SA	A	D	SD
INSTRUCTIONAL PROGRAM				
21. The instructional program is effectively designed to eliminate the students' reading deficiencies.	SA	A	D	SD
22. The class and/or tutoring sessions are scheduled at times and places which are convenient for the students.	SA	A	D	SD
23. Teachers and/or tutors use specific reading objectives to guide instruction for each student.	SA	A	D	SD
24. Staff have adequate diagnostic information on each student to identify reading deficiencies.	SA	A	D	SD
25. Instructional approaches are consistent with students' needs.	SA	A	D	SD
26. There is a sufficient quantity of reading materials for the students.	SA	A	D	SD
27. The reading materials available are compatible with students' levels and interests.	SA	A	D	SD
28. The general atmosphere of the project (e.g., order, pleasant environment, friendliness) is conducive to teaching reading.	SA	A	D	SD

29. What factors to you feel have contributed most to the success of the project?

30. What changes or improvements would you recommend for the project?

31. Other comments:

PROJECT FORMS

1. INTERVIEW GUIDE
2. ON-SITE OBSERVATION FORM

STRUCTURED INTERVIEW GUIDE

BEST COPY AVAILABLE

PROGRAM IDENTIFICATION

Name of Grantee Agency ____________________ ID Number___ ________

Agency Type ☐public school ☐jr.college ☐4-yr.college ☐community organization ☐other__________

Name of Operating Agency ____________________

Agency Type ☐public school ☐jr.college ☐4-yr.college ☐community organization ☐correctional facility ☐library ☐other__________

Name of R2R Project Director ____________________ last first

Address ____________________ street city state zip code Phone __________ area code number

NATURE OF PROGRAM

Structure ☐scheduled classes ☐individual tutorials

Location of Instructional Program ☐Jr./Sr.High School ☐College ☐Center ☐Homes

Total Number of Centers/Schools _____ Total Number of Homes _____

Do Students Receive Regular School Credit for Participation in R2R? ☐yes ☐no

Recruitment Approach (check one or more)

- ☐referred by authoritative source (counselor, parole officer, teacher) but participation optional
- ☐participation required by institution
- ☐recruited through general publicity, word of mouth, etc.
- ☐special incentives provided (i.e., stipends)
- ☐other (specify) ____________________

Brief Description of Program:

STRUCTURED INTERVIEW GUIDE

Current Service Delivery System

(Complete separate column for each program unit; i.e., units that differ in terms of location, schedule, population served, or program design.)

Program Units ⟶					
Identification of current session (e.g., fall semester)					
Calendar months of instructional program operation for this session (from to)					
Days of instructional program operation (M,T,W, etc.)					
Times of operation (morning, afternoon, evening, individually set)					
SCHEDULED CLASSES	Number of different classes				
	Frequency of class meetings/per week				
	Duration of class meetings/per class				
	*Average number of teachers/tutors per class				
	*Average number of students per class				
	*Average number of hours participation per student per week				
INDIVIDUAL TUTORIALS	Number of tutors providing individual instruction				
	*Average number of tutorial sessions per student per week				
	*Average length of tutorial sessions				
	*Average number of students per tutor				
	*Average number of hours per student per week				
Total Numbers Served Each Session					

*In each case where an average is requested, range should also be shown if the variations are marked (e.g., if some tutors work with only one student and others work with eleven, show a range of 1-11 as well as an average of 6.)

Explain any items which are not self-evident:

STRUCTURED INTERVIEW GUIDE

Materials Utilized (Show rank order for the three materials most often used in your program, and describe)

☐workbooks/skill books (e.g., Be a Better Reader, Phonics We Use, Readers' Digest Skill Builders)

☐basal readers (e.g., Scott Foresman, Lyons & Carnahan)

☐programmed materials (e.g., Sullivan readers)

☐skill kits (e.g., reading attinment, SRA)

☐high interest/low vocabulary books (e.g., Deep Sea Adventures, Teenage Tales

☐commercial games (e.g., Scrabble, Lotto)

☐audio visual equipment (e.g., teaching machines, reading machines, tape recorders)

☐special technique materials (e.g., ITA, Laubach, Words in Color, Phono Visual)

☐books, paperbacks, magazines, newspapers (commercially prepared)

☐functional practical reading materials (e.g., signs, applications, ads)

☐teacher prepared materials (e.g., worksheets, games)

☐other (specify):

BEST COPY AVAILABLE

Related Services Provided (check all appropriate) ☐job placement/referral ☐health services
☐educational counseling ☐personal counseling/referral ☐recreational/social activities
☐transportation to and from class ☐transportation for special events ☐child care
☐educational programs in addition to reading (specify) ____________________
☐other (specify) ____________________

STRUCTURED INTERVIEW GUIDE

Staff Development Activities Undertaken During Progress Report Period

TYPE OF TRAINING (e.g., workshop on instructional techniques; presentation by publisher on materials usage, in-service program on motivation, etc.)	TOTAL HOURS	WHO PARTICIPATED	HOW MANY	EFFECTIVENESS		
				very	somewhat	not

Technical Assistance Provided During Progress Report Period

TYPE OF TECHNICAL ASSISTANCE	TOTAL HOURS	PROVIDED BY	PARTICIPANTS	EFFECTIVENESS		
				very	somewhat	not

Problems:

Accomplishments:

STRUCTURED INTERVIEW GUIDE

Budget ______________ (Budget amount will be supplemented by actual expenditures after initial visit.)

COST CATEGORY	FY 74 BUDGET AMOUNT			
	R2R Funds	Other Cash Funds	In-Kind Contributions	Total
Personnel Project Director				
Assistant Project Director				
Reading Specialist				
Teachers				
Tutor/Aides (paid)				
Counselors				
Clerical Staff				
Administrative Staff				
Other (specify)				
Total Salaries				
Fringe Benefits				
Consultants/Contract Services (specify)				
Total Personnel				
Non-Personnel Travel				
Equipment (hardware)				
Supplies (software)				
Rent				
Utilities				
Other (specify)				
Total Non-Personnel				
TOTAL BUDGET				

Narrative--What happened on-site?

Activities accomplished:

tested __________

remaining to be tested __________

Project form completed __________

Other:

Agreed-upon next step:

Problems/complications:

Comments:

INSTRUCTIONAL OBSERVATION FORM

BEST COPY AVAILABLE

I. IDENTIFYING INFORMATION

Project Name ______________________ Project ID # __________

Program Unit/Center ______________________

Teacher's/Tutor's Name ______________________ ID # __________

Observer ______________ Length of Observation ______________ Date of Observation ______________

II. LOCATION

○ Public School Classroom
○ College Classroom
○ Center
○ Tutee's Home
○ Tutor's Home
○ Other: ______________

III. NUMBER OF INSTRUCTORS

	A. Assigned	B. Present
Teachers		
Tutors		
Volunteers		
TOTAL		

--- Record answers to B on basis of observation. Secure answers to A from staff. ---

IV. NUMBER OF STUDENTS: A. Enrolled ☐☐ B. Present ☐☐

V. DURATION OF SESSION: A. Scheduled ☐ B. Actual ☐

VI. FREQUENCY OF SESSIONS: A. ☐ times per ☐

VII. PATTERN OF INSTRUCTION (check all appropriate and double check dominant pattern)

○ ○ Exclusively one-to-one tutoring
○ ○ Multiple tutor-tutee combinations in group setting
○ ○ Single group under direction of teacher/tutor
○ ○ More than one group, with one teacher
○ ○ Multiple groups, with multiple teachers/tutors
○ ○ Other ______________

→ Where grouping is used, detail as follows:

Group	Number in group	Led by			
		Teacher	Tutor	Stud.	Ind.
1					
2					
3					
4					
5					
6					
7					

VIII. FORM OF INSTRUCTION (check all appropriate and double check dominant form)

☐ ☐ "Lecture" format (little or no student participation

☐ ☐ Teacher-directed instruction, with active student participation

☐ ☐ Student(s) working independently with materials--teacher guiding or observing

☐ ☐ Student(s) working along (little or no teacher involvement)

→

SELECTION	INDIVIDUALIZATION
☐ ☐ Teacher-selected materials	☐ ☐ Identical materials for all
☐ ☐ Student-selected materials	☐ ☐ Different materials for each individual

☐ ☐ Group process, with teacher as resource

☐ ☐ Group process, independent of teacher

☐ ☐ Other ______________________

____

IX. STYLE OF INSTRUCTION (check one in each column)

☐ ☐ Traditional, formal

☐ ☐ Non-traditional, informal

☐ ☐ Highly structured (in terms of Program planning & sequence of activities

☐ ☐ Little evidence of planned sequence

X. CONTENT OF INSTRUCTION (check all appropriate and double check primary content area)

☐ ☐ ESL (English as second language--oral)

☐ ☐ Language Arts (writing, spelling, punctuation, oral vocabulary, definitions, word forms, dramatics)

☐ ☐ Motivational focus:
- ☐ Improved self-image
- ☐ Emphasis on success in learning

☐ ☐ Developmental reading (instruction, drill) →

METHOD	LEVEL
☐ ☐ Systematic phonics or linguistics inherent in material	☐ ☐ Reading readiness ☐ ☐ Decoding/ ☐ ☐ Word recognition ☐ ☐ simple consonants ☐ ☐ complex " ☐ ☐ simple vowels ☐ ☐ complex "
☐ ☐ Applied phonics (taught separately and applied to materials)	
☐ ☐ Sight reading (clues, but no decoding)	☐ ☐ Structural analysis (compound words, Prefixes, suffixes, syllables, dictionary)
☐ ☐ Assisted reading (no specific method)	☐ ☐ Comprehension ☐ ☐ word meaning ☐ ☐ sentence structure ☐ ☐ facts ☐ ☐ inferences ☐ ☐ study skills

☐ ☐ Reading in content area: What?

____

____

____

XI. MATERIALS (check all appropriate and double check three most frequently used)

A. Typically Used		B. Used Today
0 0	Workbooks, skill books (Phonics We Use, Readers' Digest Skill Builders) Ex.________________	0 0
0 0	Basal Readers (e.g., Scott Foresman) Ex.________________	0 0
0 0	Programmed Materials (e.g., Sullivan) Ex.________________	0 0
0 0	Skill Kits (e.g., Reading Attainment, SRA) Ex.________________	0 0
0 0	High interest/low vocabulary Ex.________________	0 0
0 0	Commercial games Ex.________________	0 0
0 0	Audio-visual equipment Ex.________________	0 0
0 0	Special technique materials (ITA, Laubach, Words in Color) Ex.________________	0 0
0 0	Books, paperbacks, magazines, newspapers Ex.________________	0 0
0 0	Practical materials (signs, ads) Ex.________________	0 0
0 0	Teacher-prepared materials Ex.________________	0 0
0 0	Student-prepared materials Ex.________________	0 0
0 0	Other: ________________	0 0

Record answers to B on basis of observation. Secure answers to A from staff.

XII. MATERIALS RATING SCALE

	Poor	Fair	Good	Excellent
Appropriateness of level	1	2	3	4
Quantity	1	2	3	4
Interest	1	2	3	4

XIII. TEACHER RATING SCALE

Knowledge of subject matter	1	2	3	4
Classroom management skills	1	2	3	4
Attitude (enthusiasm, rapport, expectations)	1	2	3	4

XIV. CLASSROOM RATING SCALE

Degree of individualization	1	2	3	4
"Tone", atmosphere	1	2	3	4
Level of student participation, interest, involvement	1	2	3	4

XV. COMMENTS

XVI. OVERALL RATING (in terms of potential for students learning to read)

	1	2	3	4
	Poor	Fair	Good	Excellent

PROJECT PROFILES

The Final Report presented an overall discussion of the characteristics of the student and adult projects. This section of the appendix presents more detailed information on an individual project basis. Specifically, it provides a narrative profile for each project which discusses the target population, the service delivery system, findings from the on-site observations, and information on each project's participation in the evaluation, particularly as it relates to variations from the standard design.

PROJECT PROFILE

NAME: Project A R2R BUDGET: 45,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 71 PREDOMINANT ETHNICITY: Black

PREDOMINANT AGE GROUP: college ESL: No

Participation in the R2R program is a stipulation of university admission for students whose reading performance falls below required levels. Participants are almost entirely black, open admissions freshman students, whose Nelson-Denny scores identify them as deficient in reading or "high risk" from the standpoint of college requirements. (i.e., approximately ½ scored between 5th and 9th grades and ½ scored at 10th grade and above.)

SERVICE DELIVERY SYSTEM

STRUCTURE: scheduled classes INSTRUCTIONAL STAFF: paid

SCHOOL CREDIT: Yes LOCATION: College

50 minute classes are offered at various times between 8 am and 4 pm, Monday through Thursday, and R2R students are required to attend two of these classes PLUS a 50 minute lab on Friday (for a total of three 50 minute sessions per week). More advanced students may tutor in an elementary school or do independent study in lieu of regular class participation. In addition, all students have access to individual or small group tutorial assistance in needed subject areas,on a drop-in basis, as an added option. Providing multiple options (classes, labs, independent study, serving as tutors and/or receiving tutorial assistance) for improving reading skills is one of the program's primary goals.

ON-SITE OBSERVATION:

8 sessions, including 2 independent study students and one tutorial session were observed. The independent study students were utilizing controlled readers to practice comprehension, and the one-to-one tutoring session was also working independently to practice comprehension. The 5 classes ranged in size from 5-8 students, with 3 teachers and tutors per

class, with students working independently under teacher guidance. The organizational style was characterized as non-structured , with a highly structured set of learning activities. The content of instruction was exclusively developmental reading, focusing on comprehension and study skills. Materials used included Project Learn Programmed Texts, Tactics II , Scott Foresman Skill Kits, and workbooks such as Guide to Effective Reading, Developing Reading Efficiency, Free to Read and Study Skills - a Student's Guide for Survival;also some practical materials.

PARTICIPATION IN THE EVALUATION:

The program is well organized and full compliance with the evaluation requirements was readily achieved. The only complication from the evaluator's standpoint was the difficulty in tracking attendance hours for the students enrolled in the independent study program.

PROJECT PROFILE

NAME: Project B R2R BUDGET: 45,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 535 PREDOMINANT ETHNICITY: Black

PREDOMINANT AGE GROUP: College ESL: No

Participants are virtually all black college freshmen and sophomores (between the ages of 18-21) who are referred to the R2R program by the English Division when they are perceived to be inadequately prepared to take the regular college-level English course. This determination is based on test scores revealing reading grade equivalencies of fifth through ninth grades.

SERVICE DELIVERY SYSTEM:

STRUCTURE: Scheduled Classes INSTRUCTIONAL STAFF: paid

SCHOOL CREDIT: Yes LOCATION: college library

Essentially, R2R provides a pre-beginning-level college English course designed to upgrade reading skills. The program consists of 21 different classes, designated as English 101. Each class meets twice weekly, for 55 minutes per session (a total of 1 hour and 50 minutes per student per week). Courses are offered on a quarter basis (i.e., 10 weeks per quarter) and students may participate for as many quarters as necessary. There are approximately 23 students per class, and each class is staffed by a professional instructor and two tutors.

ON-SITE OBSERVATION:

Due to the operation of the program in two quarters, there were no regular classes available for observation during our on-site visits.

PARTICIPATION IN THE EVALUATION:

Given the very large enrollment figures and the fact that the evaluation period covered two quarters, the staff at Lawson did a really superb job of supplying needed evaluation data. Our data collection and handling was complicated by the factor of two quarters (plus size), but there were no insurmountable problems.

PROJECT PROFILE

NAME: Project C R2R BUDGET: 45,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 51 PREDOMINANT ETHNICITY: Spanish surnamed

PREDOMINANT AGE GROUP: college ESL: No

All are Chicano students enrolled at Project C state college and identified by EOP as students who would have difficulty in completing the regular curriculum unless they receive special help.

SERVICE DELIVERY SYSTEM

STRUCTURE: Scheduled Classes INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: Yes LOCATION: college

This is a self-contained intensive program--emcompassing college-level lectures and special small classes--for a period of 3-3½ hours each day. During the fall, students receive 6½ hours of lecture (3½ in Humanities and 3 in Psychology) and spend the balance of their time in small classes, where reading instruction is applied to the readings and subject matter covered in the lectures. In spring, the courses are Humanities and English. In both semesters, the students receive almost 10 hours of remedial reading instruction per week, in addition to the normal lectures. The focus is on teaching reading skills through the subject matter of the lectures, since the state college system prohibits the giving of academic units for remedial work. Lectures are given in the R2R building by regular college instructors while small class instruction is provided by advanced college students employed by R2R. Students take only one class outside the R2R program.

ON-SITE OBSERVATION:

Three classes were observed, with class sizes of 7, 12, and 27 students and 1-3 teacher(s) or tutor(s) per class. The first class was the Humanities lecture portion of the project, which is basically the regular college course lecture on this subject. This class was characterized as teacher directed, structured in organizational style and highly structured in terms of learning activities. The other two classes followed the lecture to provide help with this course. Multiple tutor/tutee groups were used to discuss the lecture. The form of instruction was teacher directed. The content of these two sessions included developmental reading and content area reading, with a primary focus on discussing facts, main ideas, & inferences as they related to the lecture. Materials included students' lecture notes and teacher prepared sheets on the lecture.

PARTICIPATION IN THE EVALUATION:

Because of the small numbers and the self-contained nature of the program, all aspects of the evaluation were completed easily and thoroughly.

PROJECT PROFILE

NAME: Project D R2R BUDGET: 40,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 72 PREDOMINANT ETHNICITY: White

PREDOMINANT AGE GROUP: college ESL: No

The program serves two distinct populations: The overwhelming majority are freshman students who voluntarily request assistance in speed reading and study skills, but are not below freshman reading performance norms. The second group is a very small number of Spanish surnamed adults living in the community who want to learn to speak and read English.

SERVICE DELIVERY SYSTEM

STRUCTURE: Scheduled Classes INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: No LOCATION: College

The program has two separate components for the above population groups: The college component is organized in a continuing 7 week semester basis with students attending for as many semesters as they wish. Classes are held for 2 or 3 days a week , 1-1½ hours per class, with approximately 10 students per class. The adult component is organized on a 14 week basis. Classes are held for 1 or 2 days a week , 1½-3 hours, with approximately 5 students per class. Instruction for both components is provided by the Project Director, 2 teachers, and 2 paid tutors.

ON-SITE OBSERVATION:

Four classes were observed, one for the ESL adults and three for the college students. Class size ranged from 3 to 13. The ESL class used teacher directed instruction, while the students in the college class worked independently under teacher guidance. The ESL class was characterized as structured in organizational style with little evidence of a planned activities sequence. The ESL class concentrated on oral language, language arts and some developmental reading for reading readiness and word comprehension. Materials included SRA skill kits and Levine Vocabulary programmed texts. The college classes were characterized as non-structured with a structured sequence of activities. The content primarily focused on speed reading, with some developmental reading and language arts. Materials included the Scimmer & Scanner Workbook, EDL programmed text, the dictionary, control reader filmstrips, and teacher prepared ditto sheets.

PARTICIPATION IN THE EVALUATION:

Pre-testing did not occur until early February since the Program was on semester break during December. The pre-test scores for the college freshmen indicated an average reading level above 12th grade. Accordingly, it was decided to conduct post-testing only for the adult Spanish students, since no gains for the college students could be demonstrated on the SRA rest.

PROJECT PROFILE

NAME: Project E R2R BUDGET: 49,680

TARGET POPULATION

CUMULATIVE ENROLLMENT: 99 PREDOMINANT ETHNICITY: White

PREDOMINANT AGE GROUP: Jr/Sr.H.S. ESL: No

The program in Stillwater serves a preponderance of junior and senior high school students (plus a very few adults and out-of-school teenagers). In Ponca City, there is a small program for children who are residents in a home for dependent children. All of the enrollees are from low-income families; approximately 3/4 are white, 1/4 are black, and a few are Native-Americans.

SERVICE DELIVERY SYSTEM

STRUCTURE: Tutorials INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: No LOCATION: Centers

The Stillwater Center is open from 3 to 9 pm every weekday during the school year. It is staffed by a large number of tutors, who provide instruction to individual tutees on a scheduled one-to-one basis in the center setting. The Stillwater tutors are generally Project E state university students, working under the supervision of professionally trained, half-time supervisors. The Ponca Center is staffed by tutors, drawn from the community, who provide individual instruction at the home from 4-8:30 pm twice a week. Each tutee (in both centers) attends two sessions per week, for one hour each, during the school year.

ON-SITE OBSERVATION:

Eight one-to-one tutorial sessions were observed, which were for the most part teacher directed. The organizational style was characterized as non-structured , with some sessions utilizing a highly structured set of learning activities and others indicating little evidence of planned activities. The content of instruction focused primarly on developmental reading and secondarily on language arts. The method for developmental reading included systematic phonics, applied phonics and assisted reading, focusing on decoding, structural analysis, and comprehension. Materials used included workbooks - Barbe Reading Skills Guide, Reading for Concepts, Barnell Loft; skill kits - SRA Vocabulary; high interest low vocabulary books; other books and magazines, and teacher prepared sheets.

PARTICIPATION IN THE EVALUATION:

Project E complied fully with all of the evaluation requirements. In initial testing, it was found that some of the tutees were virtually illiterate and unable to cope with the blue form of the SRA; this situation was handled by provision of the primary form of the SRA for these students.

PROJECT PROFILE

NAME: Project F R2R BUDGET: 50,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 132 PREDOMINANT ETHNICITY: Black

PREDOMINANT AGE GROUP: Grammar, Jr. & Sr. High ESL: No

The program serves a wide range (7-16) of black students in the low-income area near Project F university. Students are recruited and referred from three local public schools, the YMCA, and the Boys Home.

SERVICE DELIVERY SYSTEM

STRUCTURE: Scheduled classes INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: No LOCATION: Schools & centers

Six separate classes meet from 3-6 times a week for 2-3 hours per class. Class size ranges from 35 to 9 with 1 or 2 teachers per class. All teachers utilize "The Workshop Way" teaching method, originated at Project F, which is designed to emphasize individualized instruction in a classroom situation. The program emphasizes its available special activities and events (such as basketball teams, mini-bike program) as incentives to regularly attend R2R classes. Special activities occur either as part of every class session, or on regularly scheduled days in lieu of reading.

ON-SITE OBSERVATION:

Four classes were observed with class sizes of 7, 15, 24, 25. The pattern of instruction included both single group under the direction of one teacher, more than one group with one teacher, and multiple groups with two teachers. In the multiple group situations, teachers rotated from one group to another. Class time ranged from 2-3 hours, including time for recreational activities. The form of instruction included teacher directed activities, independent work with teacher guidance, and group process activities. All four classes were characterized as non-structured in organizational style and highly structured in their sequence of activities. Program content included language arts and writing in one class, and developmental reading in all four classes. Motivational support was also evidenced in three classes. Developmental reading methods included systematic phonics in all four classes, sight-reading in one class, and applied phonics in two classes. Developmental reading focused on all the four levels of reading readiness, decoding, structural analysis, and word meaning comprehension. A wide and varied range of materials were used including workbooks--Modern Curriculum Press Phonics, Merril Reading Skill Text series, Phonics We Use, Bell & Howell Phonics; programmed materials--SRA Reading for Understanding; skill kits--Dimensions in Reading and SRA Skill Kit; high interest, low vocabulary --Scope Reading Series; filmstrips and tapes; words in color; some books, and teacher and student prepared materials. This wide variety of usage is accomplished by having the students participate in as many as 10 distinct activities in one class session.

PARTICIPATION IN THE EVALUATION:

One of the centers was providing instruction to pre-schoolers. Since these children were not ready for the SRA test they were not included in the evaluation.

PROJECT PROFILE

NAME: Project G R2R BUDGET: 63,820

TARGET POPULATION

CUMULATIVE ENROLLMENT: 93 PREDOMINANT ETHNICITY: Spanish surnamed

PREDOMINANT AGE GROUP: High school ESL: Yes

When the evaluation was begun, the Project G R2R program was serving Chicano students at Cooper Jr. High and non-English speaking adults. Subsequently, the Cooper program was discontinued and replaced by a program for Chicano students at Froeble High School. The adult program continued until April, but was terminated prior to post-testing. The evaluation, therefore, included complete data on the Chicano high school students at Froeble, and partial data on the adults--all of whom came from Mexico and never attended an American school.

SERVICE DELIVERY SYSTEM

STRUCTURE: scheduled classes INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: Yes LOCATION: High school

1) Froeble: The program consists of 5 classes taught by teachers and tutors. Students with reading problems attend these classes in lieu of study-hall. The program thus provides one additional instructional period (40 minutes daily or 3½ hours weekly), in the course of the normal school day, for students with special needs.

2. Adult: Instruction was provided by one teacher and 10 volunteer tutors, working in small groups, for 3 hours daily--a total of 15 instructional hours per student per week.

ON-SITE OBSERVATION:

One high school class was observed with 20 students and 7 teachers and tutors. Multiple groups of students and tutors were used and for the most part students worked independently. The organizational style was characterized as non-structured with little pre-planning of learning activities in evidence. The content of instruction focused on ESL, language arts, and developmental reading. For developmental reading, the assisted reading method was used for word meaning and sentence comprehension. Materials used included a teacher prepared manual, word games, and workbooks.

PARTICIPATION IN THE EVALUATION:

The evaluation process was impeded by the changes which occurred--in both program design and administration leadership--in the course of the evaluation. The new director and his staff at Froeble were most cooperative in providing full data on the students enrolled there. Discontinuance of the adult portion of the program prior to post-testing makes it impossible to assess the impact of this aspect of the program on participants, but descriptive statistics will be provided.

PROJECT PROFILE

NAME: Project H R2R BUDGET: 50,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 119 PREDOMINANT ETHNICITY: Black

PREDOMINANT AGE GROUP: High school ESL: No

The program serves 9th grade students who have been identified by tests, teachers and counselors as deficient in reading skills. While the school is the only 9th grade school in the community (serving a widely diverse group of students), all participants in the R2R program are black.

SERVICE DELIVERY SYSTEM

STRUCTURE: Scheduled Classes INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: Yes LOCATION: School

The grantee is Project H university , but the program is actually operated at a public school by school personnel. The basic program consists of 6 classes held before school (at 7:30 am), for 45 minutes per session, 5 days a week. Classes are smaller than those of the regular school (averaging 12 students per class) and are taught by regular school faculty (with additional pay for the added work). Some of the students receive a stipend of $1.00 per session, in addition to school credit, for participating in the program. The original design (implemented during the semester prior to the evaluation study) utilized the students as tutors of younger children; this portion of the program (while deemed successful by the director) was discontinued during the semester under study because of funding difficulties.

Another facet of the program is the remedial reading lab - this is comprised of five classes per day, taught by one teacher in the course of the regular school day. The teacher is regularly employed by the school and students enroll as they would in any class offered by the school. A handful of students participated in both the before-school classes and the lab.

One special feature was an intensive program of in-service education for the faculty, focusing particularly on the motivational aspects of learning.

ON-SITE OBSERVATION:

Three classes were observed, with sizes of 6, 9, & 10 students and one or two teachers per class. Single group, teacher directed instruction was used in two classes, and in the third the students worked independently. The organizational style was characterized as structured and highly structured in terms of the sequence of learning activities. The content of instruction focused on language arts and developmental reading. For developmental reading, the assisted reading method was used focusing on word meaning, structural analysis, and comprehension. Materials included Scholastic Magazine, "Whose Side Are You On" programmed text, and high interest-low vocabulary books including "Nigger," "On the Spot," and teacher prepared materials.

PARTICIPATION IN THE EVALUATION:

When the evaluation began, the program was operating on funds carried over from the previous year. When these were exhausted and no added funds were approved by National R2R, the program was discontinued. After a lapse of over two months, the new budget was approved and the program was begun anew. It was, however, difficult to re-involve many of the previous students, so a large number of new students were enrolled. During this period attendance was further hampered by the extreme darkness at 7:30 am in the winter months. All of this produced a serious discontinuity in the evaluation process and an unusually short pre-post test interval for the sizable number of new enrollees in the reconstituted program. Little data was provided on the lab students and they are not included in the evaluation study.

PROJECT PROFILE

NAME: Project I

R2R BUDGET: $50,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 120

PREDOMINANT ETHNICITY: Black

PREDOMINANT AGE GROUP: Jr. & Sr. High

ELS: No

The program serves high school students and drop-outs who are recruited from the local neighborhood Youth Corps, Job Corps, Employment Service and Snyder High School.

SERVICE DELIVERY SYSTEM

STRUCTURE: Scheduled classes

INSTRUCTIONAL STAFF: Pd & vol.

SCHOOL CREDIT: No

LOCATION: College

Classes are organized according to the four recruitment sources and meet at varying times and frequencies ranging from one day a week for five hours to four days a week for one and one half hours. Instruction is provided by the paid staff, graduate assistants and volunteer tutors. Team teaching is used with 1-2 teachers and 1-2 tutors and approximately 12 students. Instruction is individualized based upon initial diagnoses and the use of student self-selected materials. All materials are indexed according to reading levels so that appropriate materials can be used. The program capitalizes on the services of the work/study graduate assistants and the available facilities and services of the college.

ON-SITE OBSERVATION:

Seven classes were observed, with class sizes ranging from 10 to 1 students. Multiple groups with multiple teachers and tutors were the primary units of instruction, with 2-4 teachers/tutors per class. The form of instruction in most classes was independent work by students with the staff guiding and observing. The style of instruction was characterized in all cases as non-structured in organizational terms and highly structured in terms of the sequence of activities. The primary content of instruction was developmental reading, with some language arts.

Developmental reading was primarily utilized, along with assisted reading , focusing at various levels from reading readiness to comprehension. Materials included the Xerox Reading Success Series, Scope Sprit Series, EDI Kit, Phonics We Use, Specific Skill Series, as well as some audio visual equipment and teacher-prepared forms.

PARTICIPATION IN THE EVALUATION:

The program presented no specific difficulties in participating in the evaluation procedures. However, the high termination rates resulted in a small sample of available pre/post tests.

PROJECT PROFILE

NAME: Project J R2R BUDGET: 29,087

TARGET POPULATION

CUMULATIVE ENROLLMENT: 32 PREDOMINANT ETHNICITY: Spanish surnamed

PREDOMINANT AGE GROUP: High school ESL: No

The program serves Chicano high school students living in Brownsville who seek a higher education.

SERVICE DELIVERY SYSTEM

STRUCTURE: Scheduled classes INSTRUCTIONAL STAFF: paid

SCHOOL CREDIT: No LOCATION: center

There are two basic classes which split up into smaller groups. Classes meet four evenings a week for 2-2½ hours. Instruction is provided by two reading specialists, with support from the Project Director and tutors. The classes are divided into two components: reading instruction;and enrichment, including personal counselling, Chicano culture, career planning, etc. The program has a strong cultural and community participation thrust as evidenced by fund-raising activities, field trips, theatre group, parents advisory council, supportive services such as eye exams, and is geared toward motivating students to go to college.

ON-SITE OBSERVATION:

Four small group sessions were observed, with sizes of 2, 3,5,and 14 students, with the core class splitting up into separate smaller groups. Instruction for each group was provided by one teacher or tutor. The small group instruction included teacher directed and independent student working patterns, and a group process for the large class. Classes were characterized as structured in organizational style and highly structured in terms of the sequence of activities. The content of instruction included ESL, language arts, developmental reading and motivational support. The developmental reading utilized systematic and applied phonics methods focusing primarily on word meaning, facts, inferences and study skills comprehension. Materials were primarily the Barnell Loft "Getting the Facts" Workbook, and additionally some student prepared essays, the dictionary, and a film on Mexico.

PARTICIPATION IN THE EVALUATION:

The program had no unique problems in participating in the evaluation.

PROJECT PROFILE

NAME: Project K R2R BUDGET: 35,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 123 PREDOMINANT ETHNICITY: Black

PREDOMINANT AGE GROUP: High School ESL: No

The program primarily serves high school students in the community who are referred from the Upward Bound Program (which Project K also operates) and Girls High School. Additionally, services are provided to a small number of black adults from the community.

SERVICE DELIVERY SYSTEM

STRUCTURE: Class & tutorial INSTRUCTIONAL STAFF Pd & vol.

SCHOOL CREDIT: No LOCATION: Center

The above target groups are provided instruction either through small group or individual tutorials. The Upward Bound students meet in groups of 3, and attend one class a week for one hour per class. The high school students meet in groups of 8, and attend 2 classes a week for 1½ hours per class. Both of these groups receive instruction from paid work/study tutors. The adult component meets twice a week for 1½ hours per session and receive individual tutoring from tutors and the Project Director. The program is integrated into other Project K efforts such as Upward Bound and is able to provide Project K services and utilize its resources and community contacts.

ON-SITE OBSERVATION

Five sessions were observed, 3 of which were small group instruction with 2 students and 1 tutor, and 2 of which were individual tutorials. The sessions lasted from 1-1½ hours. The instruction in all cases was teacher directed, non-structured in organizational style and structured in terms of the sequence of activities. The content of instruction included language arts and developmental reading. The method for developmental reading was assisted reading focusing on the level of structural analysis and word meaning, fact and inference comprehension. Materials used included SRA Skill Kits, Getting It Together Kit, the dictionary, a drivers' manual, and the Cambridge GED.

PARTICIPATION IN THE EVALUATION

Only 6 adults were enrolled in the adult component, and several terminated during the evaluation period. Accordingly, pre/post analysis was not feasible for this component.

282

PROJECT PROFILE

NAME: Project L R2R BUDGET: 30,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 150 PREDOMINANT ETHNICITY: White

PREDOMINANT AGE GROUP: High School ESL: No

The program serves students in the two local high schools who are deficient in reading skills. These students are identified and referred to the program by the schools' teachers and counsellors.

SERVICE DELIVERY SYSTEM

STRUCTURE: Scheduled classes INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: Yes LOCATION: High school

The program operates out of the two high schools and is integrated into the regular school curriculum and process. Each school operates 5 separate classes daily for 55 minutes. Instruction is provided by one regular staff member at each school, with approximately 15 students in each class.

ON-SITE OBSERVATION:

Two of the regularly scheduled daily classes were observed. Both classes lasted 55 minutes with 8 to 13 students in attendance. Single group instruction under the direction of one teacher was used in both cases. The form of instruction for one class was teacher directed, while the other used independent work with teacher guidance. One class was characterized as structured and the other as non-structured in organizational style. Both classes utilized a structured sequence of activities. Language arts content was stressed in both classes, and one also had developmental reading using sight-reading focused on comprehension.

Materials used included Double Action Short Stories and Crossword Puzzles. The class which stressed language arts had student dramatic skits that particular day, which was an exception to the normal activities.

PARTICIPATION IN THE EVALUATION

The program had no special problems in participating in the evaluation process.

PROJECT PROFILE

NAME: Project M

R2R BUDGET: 44,336

TARGET POPULATION

CUMULATIVE ENROLLMENT: 91

PREDOMINANT ETHNICITY: Spanish surnamed

PREDOMINANT AGE GROUP: High School

ESL: Yes

The program serves predominantly low-income Spanish-speaking or bilingual children who attend a high school in Chicago. Participants include both elementary and high school students.

SERVICE DELIVERY SYSTEM

STRUCTURE: Scheduled classes

INSTRUCTIONAL STAFF: Pd. tutors

SCHOOL CREDIT: Yes, for H. S. students only

LOCATION: High school

Fifteen tutors from Project M college work with the participating elementary and high school students for 1½ hours every Monday. Sessions are held immediately after regular school hours at the high school site. All of the tutors come at the same time and each tutor works with a small group of from 2 to 7 students. Most of the tutors are sophomores and juniors at Illinois Benedictine College and they receive special training in teaching methodologies and working with low-income bilingual children. The program's intention is to provide special reading instruction with supplemental materials made up by the tutors from R2R resources. The project director is based at Project M college and there is an on-site coordinator at the high school.

ON-SITE OBSERVATION:

Three group sessions were observed with class sizes of 3, 10 and 17 students. Three paid tutors instructed in the two large classes and one paid tutor instructed in the small class. Single group instruction was used in the small class, and multiple groups were used in the two large classes, with one tutor assigned to each group. In all cases, the instruction was teacher directed. The classes were characterized as non-structured in organizational style and little planning of classroom activities was evident. The content of instruction focused on ESL instruction, language arts, and developmental reading.

The method for development reading was assisted reading focusing on the comprehension level. Materials used included Reader's Digest Workbooks, SRA Skill Kits, commercial games, high interest / low vocabulary books, newspapers, and teacher prepared materials.

PARTICIPATION IN THE EVALUATION:

The program was fully responsive to all evaluation requirements. The only problem encountered was the fact that the form of the SRA test which was originally sent was too difficult for some of the students; this was remedied through provision of the primary form of the SRA.

PROJECT PROFILE

NAME: Project N   R2R BUDGET: 28,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 55   PREDOMINANT ETHNICITY: White

PREDOMINANT AGE GROUP: Adults   ESL: No

The program serves an out-of-school population, 14 years of age and up. Participants are impoverished white Appalachians with very severe reading deficiencies; the vast majority are functionally illiterate and have no more than an elementary school education. Many students are embarrassed by their inability to read and maintaining attendance is a constant problem for the program.

SERVICE DELIVERY SYSTEM

STRUCTURE: Scheduled classes   INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: No   LOCATION: Bus, makeshift centers

Eight evening classes are offered at eight different locations (two classes each for four evenings, with one teacher covering 4 locations in Dickerson County on Monday and Tuesday evenings and a second teacher covering 4 locations in Buchanan County on Thursday and Friday evenings). Sessions last for two hours and are available to each of the eight groups of students on a once-a-week basis (for a total of two hours per student per week). Class sizes range fom 2-12, depending on who is able to attend. Classes are conducted in an old school bus (hooked up to various facilities for electrical purposes) or in such local "borrowed" buildings as Head Start Centers, a quonset hut at a high school, or offices serving other purposes during the day. All materials are carried on the bus and considerable time is spent driving the bus (over winding mountain roads) to the varied locations in order to be accessible to the rural students. In addition, special efforts are made to pick up students who lack transportation.

ON-SITE OBSERVATION:

Four sessions were observed, with class sizes ranging from one to two students (the class sizes were small due to high absenteeism). The pattern of instruction was single group, with students working independently. The organizational style was characterized as non-structured , with little pre-planning of learning activities. The content of instruction aimed at developmental reading, using the sight reading method for decoding and comprehension. Materials used included workbooks--Mott Basic Language Skills Program, Barnell Loft Specific Skill series; Scott Foresman Basal readers; Groker and SRA Skill Kits, and teacher prepared sheets.

PARTICIPATION IN THE EVALUATION:

Compliance with evaluation requirements was prompt and complete.

PROJECT PROFILE

NAME: Project O

R2R BUDGET: 50,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 121

PREDOMINANT ETHNICITY: Spanish surnamed

PREDOMINANT AGE GROUP: Adults

ESL: Yes

The program serves inner city Spanish surnamed adults, most of whom are Puerto Rican. Two distinct groups have been established. The first are those who are non-English speaking and thus need assistance in oral English skills prior to reading instruction. The second are fluent in English but are non-readers.

SERVICE DELIVERY SYSTEM

STRUCTURE: Classes & tutorials

INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: No

LOCATION: 3 community centers

Two program components have been organized to serve the above groups: For the non-English speaking students, oral language is stressed prior to reading instruction. Small classes of 4-6 students meet 2-3 times a week for 1½ hours per class. Instruction is provided by the two Project Directors. For the reading component, individual tutoring is provided by paid college tutors, 2-3 times a week for 1½-2 hours. The program exclusively utilizes the Silent Way and Words in Color methods for oral and reading instruction.

ON-SITE OBSERVATION:

Five small class sessions ranging in size from 10-2 students and one individually requested tutoring session were observed. The sessions lasted 1½ to 2 hours, with instruction provided by paid tutors and the teaching staff. The form of instruction in all cases was teacher directed, with active student participation. The organizational style was characterized as non-structured and structured in terms of the sequence of activities.

The content of instruction included ESL, using the "Silent Way" method, and Developmental reading, primarily focused at the reading readiness level, with limited decoding and comprehension instruction. The project exclusively utilized the Words in Color and Silent Way materials.

PARTICIPATION IN THE EVALUATION:

At the inception of the evaluation, 55 students were enrolled and pre-tested. However, most of these students terminated prior to the post test period. New students were recruited to replace them, most of whom enrolled in the Spring, which was too late for pre/post testing. Accordingly, only a small number of students were available for pre/post testing.

PROJECT PROFILE

NAME: Project P R2R BUDGET: $50,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 227 PREDOMINANT ETHNICITY Spanish surnamed

PREDOMINANT AGE GROUP: Adults ESL: Yes

The program serves Spanish surnamed adults from the Washington, D.C. area, many of whom are recent immigrants from Latin and South American countries and Puerto Rico.

SERVICE DELIVERY SYSTEM

STRUCTURE: Scheduled classes INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: No LOCATION: Center

The program offers intensive daily instruction. There are 7 separate classes, which meet 5 days a week for 3 hours a day. Two classes are in the morning and 5 are in the evening. All teachers are school certified and each class has one teacher and approximately 20 students. The classes are separated into 5 levels of difficulty with levels 1 and 2 emphasizing oral instruction,and levels 3-5 emphasizing reading. Students are expected to progress to a new level every 8 weeks. The program has strong ties to the Washington, D.C. Latin community and integrates cultural activities into the instruction.

ON-SITE OBSERVATION:

Nine classes were observed with one teacher per class and class sizes ranging from 15 to 5. The classes lasted 3 hours. In all cases the pattern was single groups, teacher directed instruction. The organizational style was characterized as structured and highly structured in terms of the sequence of activities. The content of instruction included ESL and developmental reading. The method for developmental reading was primarily sight reading focusing on various levels depending upon the class level assignment. Materials were teacher-prepared sheets, functional materials, Cridler picture cards,and American folk tales.

PARTICIPATION IN THE EVALUATION

The program had no special problems in participating in the evaluation.

PROJECT PROFILE

NAME: Project Q R2R BUDGET: 40,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 72 PREDOMINANT ETHNICITY: American Indian

PREDOMINANT AGE GROUP: Adults ESL: Yes

The program serves Navajo Indians living on the reservation. The target population must be recognized as an extremely impoverished and culturally isolated community that is vastly different from the dominant white culture. Most of the people live on welfare and have limited or no income producing skills and have had little or no opportunity to learn the English language.

SERVICE DELIVERY SYSTEM

STRUCTURE: Scheduled classes INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: No LOCATION: 6 centers

The program emphasizes the development of income producing skills such as silversmithing, and the use of practical curriculum such as drivers' education; and attempts are made to integrate reading instruction with these curricula. The program by necessity must also be flexible to accomodate the circumstances of the enrollees; e.g., attendance is extremely low in the winter due to weather conditions and at other times during the year; other survival activities pre-empt attending R2R classes. Classes are held at 6 "hogans" located throughout the reservation. Classes meet once or twice a week for approximately 5-7 hours per class. Class size ranges from 4-12 with one teacher per class. Instruction is provided by the Project Director and two R2R instructors.

ON-SITE OBSERVATION:

Four classes were observed with class sizes of 2 or 3 students. Instruction was provided in a single group setting under the direction of one teacher. The form included student independent work and teacher directed instruction. The organizational style was characterized as non-structured , with 2 classes having a structured sequence of activities and 2 having no planned sequence. Content included oral ESL, language arts, developmental reading, and motivational support. Developmental reading utilized systematic and applied phonics, sight and assisted reading focusing on the range of levels from reading readiness to comprehension. Materials included teacher-prepared vocabulary cards, drivers' education manuals, and "A Professional Guide for the Lay Tutor" workbook.

PARTICIPATION IN THE EVALUATION:

The program fully participated in the evaluation. However it must be recognized that the Navajo population represents a unique, extremely isolated, and economically disadvantaged community. Accordingly, the impact of a small program such as R2R must be viewed in terms of the vastly complex and intense economic, educational, and social problems faced by the Navajo population.

PROJECT PROFILE

NAME: Project R R2R BUDGET: 99,746

TARGET POPULATION

CUMULATIVE ENROLLMENT: 136 PREDOMINANT ETHNICITY: Spanish surnamed

PREDOMINANT AGE GROUP: Adults ESL: Yes

The program serves Chicanos and other Spanish surnamed adults who are illiterate in English and/or Spanish.

SERVICE DELIVERY SYSTEM

STRUCTURE: Class & tutorials INSTRUCTIONAL STAFF: Pd. & vol.

SCHOOL CREDIT: No LOCATION: 3 Centers & homes

The program has two basic components. The first is for ESL students who are learning to speak English. Classroom instruction for these students is provided 4 times a week for 1 hour per class. Class size is approximately 10 with one ESL teacher per class. Individual tutoring is provided for those students who need remedial reading. The tutoring sessions vary substantially in terms of time and frequency. Generally, the volunteer tutors and tutees meet twice a week for 2 hours per session. The program is highly integrated with other Denver Public Library services and utilizes the facilities and resources of the library.

ON-SITE OBSERVATION:

Two ESL classes were observed. (No tutoring sessions were observed). Instruction was provided by the ESL teacher for a single group of 8 students, and a tutor for a single group of 5 students. Both classes met for 1 hour. Instruction was teacher directed and characterized as structured in organizational style with a structured sequence of activities. The content of both classes was primarily oral ESL, with some developmental reading. Developmental reading utilized the assisted reading method focusing on simple word recognition and structural analysis. Materials included the English For Today workbook, magazine pictures, and words written on the blackboard.

PARTICIPATION IN THE EVALUATION:

This program underwent substantial organizational and precedural changes as a result of its participation in the evaluation. Initially, the program's major thrust was the one-to-one tutoring component. However, the initial pretest on-site visit revealed that many of the tutors and tutees, once enrolled, actually were not meeting regularly. As indicated by the Project Director, "The recognition of this very basic flaw . . . may well reverse the impact of the program." As a result of this finding, the program revised its staffing pattern. Four community representatives, who were supposed to train tutors and coordinate tutor/tutee contact, were replaced by part-time reading specialists who will supervise and coordinate a case load of tutors/tutees. The project coordinator was replaced by a coordinator who specializes in reading.

A more realistic analysis of the project by the staff thus revealed that many of the tutors and tutees were no longer really in the program and thus were terminated. The high termination rates were the result of limited project control and organization and the expected transient nature of the population. From the evaluative perspective, this resulted in a very limited number of available pre/post tests only from the ESL classes and a very high termination rate.

PROJECT PROFILE

NAME: Project S R2R BUDGET: 50,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 46 PREDOMINANT ETHNICITY: Mixed

PREDOMINANT AGE GROUP: Adults ESL: No

The program serves low-income minority, white, and non-English speaking adults from the metropolitan Cambridge area.

SERVICE DELIVERY SYSTEM:

STRUCTURE: Tutorials & classes INSTRUCTIONAL STAFF: pd. & vol.

SCHOOL CREDIT: No LOCATION: center & homes

The program is individualized utilizing small group classes and individual tutorials. Classes and tutoring sessions are arranged at the convenience of teachers and students. Typically, however, the classes meet twice a week for 2 hours per class with 2 teachers per class of 4 students. Tutoring sessions, which take place at homes or at the center, typically are scheduled twice a week for 1-2 hours per session. Trained volunteer tutors provide the instruction. The program emphasizes its non-structured and community oriented educational philosophy, and concentrates on the respective responsibilities of staff and students. There is a strong emphasis on teacher and tutor training which is provided through continuous pre-service training cycles.

ON-SITE OBSERVATION:

Six sessions were observed. Five of them were one-to-one tutorials and the sixth was a student doing independent work for the GED. The sessions lasted for one hour with instruction provided by volunteers and paid staff. Teacher directed instruction was used at 4 of the sessions, with the fifth using a game of scrabble. The organizational style was characterized as non-structured and structured in terms of the sequence of activities. The content included language arts and developmental reading and math in one session. Developmental reading utilized assisted reading primarily and systematic phonics in one instance, focusing primarily on the word meaning comprehension level. Materials included teacher prepared papers, the Trouble Shooter workbook, and homework papers.

PARTICIPATION IN THE EVALUATION:

The Project S program has two major components, and only the direct instructional component was evaluated. The other component trains teachers from other agencies in the teaching of reading. Continuous training cycles are held for these agency personnel who after the training are supposed to be able to upgrade their current teaching performance. A substantial portion of Project S's resources are utilized for this component and thus cost/student performance measures must be considered with this in mind.

PROJECT PROFILE

NAME: Project T R2R BUDGET: 40,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 53 PREDOMINANT ETHNICITY: Spanish surnamed

PREDOMINANT AGE GROUP: Adults ESL: No

While the program serves mostly Spanish surnamed adults, there are also a significant number of other whites and a few blacks. Virtually all are fluent in spoken English, and most are at least marginally literate. Over half have 8 or more years of schooling in American schools, and most are interested in achieving the GED. The majority hold full-time jobs, generally as migrant farm workers.

SERVICE DELIVERY SYSTEM

STRUCTURE: Tutorials INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: No LOCATION: center

ABE and R2R are closely intertwined, with all staff serving all students. The R2R program has two major facets: 1) One is tutorial reading instruction for those students identified as requiring remedial reading when they come in for GED tutoring in the ABE program. Full and part-time instructors, both professionals and para-professionals employed by the University, staff the Center from 8 am to 9 pm daily (except Friday, when the center closes at 4). The instructors tutor all those who drop in (both ABE and R2R students) for as long as they wish; there is no specific matching of tutors and tutees and all tutorial sessions are unscheduled. There is considerable variation in the number of sessions and hours students attend, with the estimated average being 7½ hours of instruction per student per week.

2) R2R also provides coordinating services for all of the ABE and ESL instructional programs operating under an "umbrella" organizational structure.

~~298~~
299

ON-SITE OBSERVATION:

Four tutorial sessions were observed. The sessions used both teacher directed and independent student work. All the sessions were characterized as non-structured in organizational style and highly structured in terms of the learning activities. The content of instruction included language arts and developmental reading. Systematic and applied phonics and sight reading methods were used focusing on various levels of reading readiness, decoding and comprehension. Materials included workbooks--Mott and Barnell Loft series; SRA Skill Kits; audio visual equipment, books, and teacher prepared sheets.

PARTICIPATION IN THE EVALUATION:

The drop-in nature of the program made it difficult to test all participants on schedule and to identify terminees (i.e., it is not uncommon for a student to disappear for a few months and then reappear). Nonetheless, excellent records and a high proportion of pre and post tests were supplied to the evaluators.

PROJECT PROFILE

NAME: Project U R2R BUDGET: 45,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 80 PREDOMINANT ETHNICITY: White

PREDOMINANT AGE GROUP: Adults ESL: No

The majority are native-born white adults with severe to moderate reading deficiencies (ranging from total non-readers to the pre-GED level). Students are drawn from small towns and rural areas and include workers employed in the lumber industry, welfare recipients, housewives, and marginally-employed persons.

SERVICE DELIVERY SYSTEM

STRUCTURE: Tutorials INSTRUCTIONAL STAFF: Paid

SCHOOL CREDIT: Yes LOCATION: Tutees' homes

Serves two counties, covering a large geographic area, with a coordinator for each county. Coordinators are responsible for recruitment of both students and tutors, for matching and supervision. Each tutor works with several tutees, on a one-to-one basis, generally in the tutees' homes. Tutors and tutees meet one, two, or more times per week, for an average of two hours per session. Every effort is made to accomodate the tutee--in terms of location, schedule and subject matter--and tutors spend considerable time in travel.

ON-SITE OBSERVATION:

Five individual tutorial sessions were observed. The form of instruction for each session included both teacher directed activities and independent work by students. The organizational type was characterized as non- structured , and for the most part pre-planning of activities was evident. The content of instruction primarily included language arts and developmental reading. The method for developmental reading was primarily assisted reading, with some systematic and applied phonics. Developmental reading focused on decoding and comprehension. Materials used included workbooks--Activities for Reading Improvement, Steck-Vaughn Literary Series, Mott Basic Language, Dr. Spell-O, Controlled Reader Study Guide, Programmed tests--Geography of the U.S; some books and teacher prepared sheets.

PARTICIPATION IN THE EVALUATION:

The logistics of the program made testing a time-consuming and lengthy process (since each student had to be individually tested in his/her own home). Nonetheless, all information required by the evaluation was supplied in toto and on time.

PROJECT PROFILE

NAME: Project V R2R BUDGET: 37,100

TARGET POPULATION

CUMULATIVE ENROLLMENT: 182 PREDOMINANT ETHNICITY: Black

PREDOMINANT AGE GROUP: Adults ESL: No

The program serves low-income blacks from the surrounding rural area. The students are predominantly senior citizens who have had little or no formal schooling.

SERVICE DELIVERY SYSTEM

STRUCTURE: tutorial INSTRUCTIONAL STAFF: vol.tutors

SCHOOL CREDIT: no LOCATION: centers and homes

The program covers two counties in which individual tutorial instruction is provided to adults over the age of 16. Most instruction takes place at 8 centers, with each center utilizing a center coordinator, tutor trainers, and volunteer tutors. Tutor training takes place quarterly upon enrollment, tutees are diagnosed by the center coordinator and then matched with a tutor. Tutees usually attend two sessions per week for two hours per session. In addition, a minimal amount of small group instruction is available. The program emphasizes a community orientation and has strong support from various community and service institutions.

ON-SITE OBSERVATION:

Five tutorial sessions were observed in which both teacher directed and independent student work formats of instruction were used. The organizational style was characterized as non-structured, with little evidence of a planned sequence of learning activities. The content of instruction included language arts and developmental reading. The methods for developmental reading included sight and assisted reading focusing on various levels, including reading readiness and comprehension. Materials used included skill kits--Barnell Loft, the library books, SRA programmed materials and Laubach materials.

PARTICIPATION IN THE EVALUATION:

The structure of the project made the evaluation tasks time consuming and difficult. Pre-testing took several months, but besides this delay the project was extremely responsive to the study requirements. Many of the students, however, found the Real test too difficult to take during the pre-test period.

PROJECT PROFILE

NAME: Project W R2R BUDGET: 40,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 115 PREDOMINANT ETHNICITY: Black

PREDOMINANT AGE GROUP: Adults ESL: No

The program serves primarily black adult illiterates and functional illiterates living in the Baton Rouge area, many of whom are in the rural portions of the East Baton Rouge Parish.

SERVICE DELIVERY SYSTEM

STRUCTURE: tutorial INSTRUCTIONAL STAFF: vol.

SCHOOL CREDIT: No LOCATION: center and homes

The program offers one-to-one tutorials primarily utilizing the Laubach method of instruction. Volunteer tutors are trained by the paid staff and then matched with students in the most convenient manner possible for both tutor and tutee. Tutoring sessions are usually held at night, two times a week for 1½ hours. The program is designed to improve the students' reading skills so they can be eventually referred to the ABE program.

ON-SITE OBSERVATION:

Five tutoring sessions were observed, four of them one-to-one tutorials and the other a multiple tutor/tutee setting with 13 students and 3 tutors. The 4 individual tutorials lasted one hour and the multiple group sessions lasted 2½ hours. The instruction in all cases was characterized as teacher directed, structured in organizational style and highly structured in terms of the sequence of activities. The content of the instruction included language arts, developmental reading, motivational support,and in one case ESL instruction. The method utilized in the developmental reading included systematic and applied phonics and sight reading, with the level focused on decoding, structural analysis,and word meaning comprehension. Laubach and teacher - prepared materials were used.

PARTICIPATION IN THE EVALUATION:

The program was very responsive to the evaluation requirement, particularly since it is a large one-to-one volunteer effort which makes the logistics of testing and data collection inherently difficult and time-consuming.

PROJECT PROFILE

NAME: Project X R2R BUDGET: 50,000

TARGET POPULATION

CUMULATIVE ENROLLMENT: 111 PREDOMINANT ETHNICITY: Spanish surnamed

PREDOMINANT AGE GROUP: Adults ESL: No

The one-to-one tutorial program serves predominantly foreign-born (mostly Spanish-speaking) adults, from the city of Portland and surrounding rural areas. The majority are low-income persons with minimal reading skills, and frequently minimal command of spoken English as well. In addition, group sessions are conducted for mentally retarded adults and Native American alcoholics temporarily residing in half-way houses in Portland.

SERVICE DELIVERY SYSTEM

STRUCTURE: Tutorials INSTRUCTIONAL STAFF: paid

SCHOOL CREDIT: No LOCATION: Homes & half-way houses

The program encompasses two primary geographic areas, each with its own coordinator. 1) The Portland program (with approximately 3/4 of the total enrollment) is comprised of two major components: a) Individual tutorials in tutees' homes and b) Group tutorials (with a range of 2-12 students per class) in each of two half-way houses. Sessions are held twice weekly for a period of 2 hours. 2) The Independence program is exclusively one-to-one tutoring, serving a large geographic area, and sessions are generally conducted once a week for a period of two hours per session. The program is designed to teach the fundamentals of reading English to a predominantly non-English population and the emphasis is on bringing the program to the people.

ON-SITE OBSERVATION:

Five tutorial sessions were observed. The primary form of instruction was teacher directed, with some independent work by students. The organizational style was characterized as structured with a highly structured set of learning activities. The content of instruction included ESL, language arts, and developmental reading. The method for developmental reading included systematic phonics, sight reading, and assisted reading focusing on decoding and comprehension skills. Materials used included the Mott Basic Language Skill Book, Basal readers, and Laubach materials.

PARTICIPATION IN THE EVALUATION:

The program was highly cooperative with the evaluation effort. The problems which the program experienced in complying with evaluation requirements derived from the geographic dispersal of enrollees, persistent rains during the pre-test period, and the high turnover which occurred in the essentially transient populations served by the two half-way houses.